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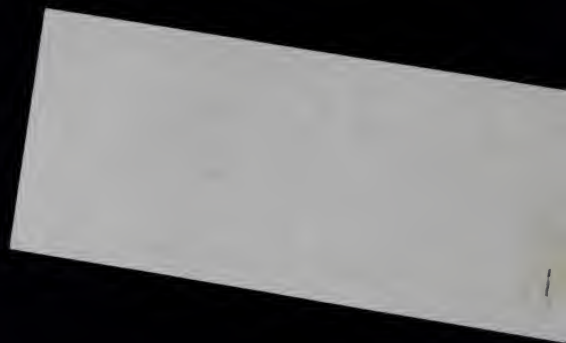




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LIEUT.-GEN. SIR ROBERT BADEN-POWELL, K. C. B., K. C. V. O.  
Founder of the Boy Scouts, Receiving a Message of Welcome from President Taft,  
Hon. President of the American Boy Scouts, on His Landing in America.  
The Scout Who Bore the Message is William Waller, Who Wears a  
Medal of Honor for Life Saving

AS THE CONDITION OF THIS VOLUME  
WOULD NOT PERMIT SEWING, IT WAS  
TREATED WITH A STRONG, DURABLE  
ADHESIVE ESPECIALLY APPLIED TO  
ASSURE HARD WEAR AND USE.



STORIES OF  
**BOY SCOUTS**  
AND  
Girls' Open Air Clubs



**MODERN METHODS OF CHARACTER BUILDING**

A Manual of Work and Recreation in which Many Valuable Lessons are Taught that Prepare Boys and Girls for Future Usefulness

---

EDITED BY

THOMAS H. RUSSELL, A. M., LL. D.

ASSOCIATE OF THE AMERICAN ACADEMY OF POLITICAL AND  
SOCIAL SCIENCE

BOY SCOUT STORIES, BY MARSHALL EVERETT, THE GREAT  
DESCRIPTIVE WRITER

---

ILLUSTRATED WITH PHOTOGRAPHS TAKEN FROM LIFE

# SPECIAL ARTICLES

BY

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## PREFACE

**P**ROPER development of children is the first consideration in civilized society. The United States, which took the lead in establishing public schools and supplying free education, has also taken up earnestly the whole subject of Children.

This volume deals chiefly with the subject of children at play. It gives a comprehensive survey of work already accomplished, a review of the best thought on the subject, and a glance into the future.

Scientific study has brought the most remarkable results in the raising of cattle and other domestic animals, in the production of wealth, and in the adornment and refinement of life. But all students of existing conditions see a great gulf between our material achievements and their application to life, especially to the lives of children. Cities and towns, and even farmhouses, are built, not primarily for living, but for work. Living in the cities and towns is an incident to produc-



tion and in the vicinity of the most perfect factories and mills, stores and transportation lines, humanity is decaying.

This distressing phase of our economic condition has caused thousands of our people to turn their thoughts to social improvements, to ways and means to secure more favorable environment for the child, and better preparation of our youth for life as grown men and women.

Great cities present the most painful conditions and show the awful effects of neglect of the legitimate demands of children, simply because the results are larger in the aggregate. In small cities, villages, and in rural neighborhoods, conditions often are as bad, modified somewhat by the fact that in such localities man-made conditions are to some extent ameliorated by natural surroundings not yet changed by the industry of men.

Children and young people will have entertainment. They are certain to seek relaxation, diversion, activity, social intercourse, and excitement. Failure to provide for this legitimate and absolutely certain demand does not solve the problem. Neglect of the play-side of young life, and giving over to private commercial enterprises the work of supplying this necessity, have had most disastrous results, tending to decay of the social organism and causing a constant increase in expenditures for corrective institutions, such as courts, policemen, prisons, asylums, hospitals, and probation officers.

During the first periods of our history we were so busy, so hard pressed, and so engrossed with urgent needs of all kinds that we had no time, money, nor the inclination to consider children. They were simply permitted to grow up. Rule-of-thumb methods prevailed in homes and schools, in municipalities and rural neighborhoods alike. Simple methods of life, fathers and sons working together, mothers and daughters assisting one another in their homes, and wholesome contact with natural obstacles, united to aid in the de-



velopment of children. Conditions were better than they are at present.

Times have changed, however. City and town life have encroached on the farms, nature has been subdued, and machinery, complex and wonderful in its effectiveness, has come to make a new world. We may, aided by machinery and scientific knowledge, produce enough for all and now have ample funds and leisure to consider children, their lives, their demands, and what results we may attain.

Out of the public schools have grown many new ideas. Poorly nourished children (the result of poverty or ignorance) are revealed to teachers as they sit beside the well-fed and healthy pupil. It has also been discovered by teachers and others who have studied the facts, that children and young people, when deprived of opportunity to play, are the prey of vice, delinquency, physical degeneration, and unhappiness.

On the other hand, children, when given a chance to play and to express the exuberance of youth in natural and wholesome sports and enterprises, are saved from the pitfalls dug in every community, deliberately by depraved men and women, and indirectly by neglect of the people to manage affairs properly.

Play has been discovered to be the path to a greater advancement of children, physically, mentally, and morally. Once considered a useless waste of time, a sort of nuisance to be tolerated, children's play now is known to be the best means for their education and preparation for adult life.

Organized play has within the last few years been so successful that great cities now have, as departments of municipal government, playgrounds, play directors, swimming teachers, and baseball and football coaches. Scores of men and women, paid by funds raised by taxation, direct children at their play. Within ten years the city park has changed from a spot decked with flowers and intended to be a place of

beauty and only for the eyes, to a vast playground. Football, baseball, swimming, indoor and outdoor gymnasiums, sand piles for little children, running tracks, golf links, tennis courts, and boating ponds now are the big features of city parks, while flowers and foliage are used only to adorn these recreative institutions.

In Chicago more than \$30,000,000 has been spent for playgrounds, "field-houses," bathing beaches and gymnasiums, natatoriums, and halls for dramatic entertainments, parties, and other social events. This vast sum was raised by taxation and well spent under the direction of practical business men, who are satisfied with the results, even when considered only in terms of money.

This movement has spread rapidly. In fact some small cities and towns are, comparatively, as far advanced as is Chicago. But Chicago's \$30,000,000 is only its beginning. Already its leading business men are planning to increase the city's investment in playgrounds by \$100,000,000. It is proposed that others besides children shall have recreation. Since we know that grown persons need play as much as do the children, Chicago proposes to have ten miles of lake front devoted to recreation, with a stadium that will seat ninety thousand people.

Wise horse-owners have long known that their draft animals turned out to pasture on Sunday and permitted to roll upon the ground are better for the play-day and give better returns on the investment than if worked seven days or kept tied up all week. So it is with playgrounds and parks, outdoor schools, boy scout movements, social centers, and "little mother" clubs,—they pay returns on the investment.

It is indicated by the trend of affairs that in the not distant future a city which does not provide organized and directed play, playgrounds, and the most modern means for recreation, will fall behind.

Men will decline to invest their money in communities not equipped for the development of the youth. Employes in shops and factories, mills and stores, on farms and railroads, are depended upon to make these enterprises effective and profitable, and young people developed under the best conditions are the best prepared to do useful work. They are stronger, more determined, better at teamwork, and more honorable, and can be depended upon at all times, with fewer failures than those permitted to grow up untrained and without the development given by organized play.

---



#### ORGANIZED INDOOR PLAY

Bagatelle, Chess and Checkers at a Neighborhood Center Hold the Interest of Boys and Girls

# MY PLEDGE

---

I hereby promise, upon my honor, to do all in my power:

1. To live a useful, temperate life.
2. To do my whole duty to God, my Country, and my Parents or Guardians.
3. To protect Dumb Animals and Birds.
4. To keep myself physically strong, mentally awake, and morally straight.
5. To do some useful thing or perform some act of kindness each day.

(Signed) .....

Date .....

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WHEN THE BOY SCOUTS ENJOY THEMSELVES  
Dinner Time in a Temporary Scout Camp—The Boys Are Taught to Make Fire  
Without Matches, to Cook, and to Be Careful  
About the Water Supply





## THE BOY WORLD SCOUTS

RACE PATRIOTISM—GREAT DAYS FOR YOUTH OF ALL COUNTRIES—  
INTERNATIONAL BROTHERHOOD OF LADS—DISCIPLINE, AD-  
VENTURE AND CAMPAIGNS TO MAKE WORLD BETTER—PLACE  
FOR FUTURE MEN IN WORK OF ALL COUNTRIES—PROMISE  
OF UNIVERSAL PEACE AND ABOLISHMENT OF RACE HATRED—  
BOYS OF ALL LANDS UNITE.

**T**HOSE who are living twenty-five or fifty years hence will enjoy conditions the like of which have not existed before in historical times. Remarkable changes have taken place in the last seventy-five years and evidences on every hand indicate that progress is to go on at an ever-increasing rate.

Chapters to follow will deal with a system of boy training which is new in the world. It is spreading in all lands and the significant thing about this educational movement is that its foundation is "race patriotism."

Heretofore it has been the custom to teach national or provincial patriotism. Apparently the idea prevailed that

ardent love of home and the home nation called for distrust, disrespect, and often hatred of countries in which other men, women and children have their homes. As a result the earth has been drenched in blood. Men have hacked and shot one another to death and still are doing it, leaving thousands of women and children in distress and without protection.

Perhaps the most grievous fault of war and of a national patriotism is that the strongest men, the men of the noblest



A NEW BOY SCOUT PATROL

Boys Take Kindly to The Scout Movement and Its Outdoor Features Appeal to Their Love of Adventure

ideals, the most courageous men, and the most determined men have often been killed, leaving men of lesser strength and character to be the fathers of the race. Napoleon, with his wars, caused the average height of Frenchmen to decrease several inches, because all the tall, strong young fellows went to war and many were killed, leaving the small men at home.

Thoughtful men everywhere now see the evil of war, of physical competition between men and nations, of race hatred and provincial patriotism. Among the movements to bring about a better day is that included in "The World Peace Boy Scouts," "The Boy Knights," or "The International Boy Scouts." These organizations have grown out of a splendid idea originated by General Sir Robert Baden-Powell, the noted British defender of Mafeking in the Boer War.

Communication between all nations, common exchange of commodities and credit, general travel between different lands, international organizations of scientific men, bankers, workmen and scholars, happily made the idea of the Boy Scout movement international and civic. As great men in all lands now recognize the folly of international war and race hatred, they propose that boys and girls of all countries shall be trained for world betterment. This means that love of home and of the home country shall teach that people of other nations have the same hopes and the same work to do. If we are stronger we shall help the weaker. Our strong boys shall grow into strong, useful men, trained for constructive work, disciplined, courageous, and cool-headed, ready to obey and able to command obedience in organized effort. Such young fellows may invade other lands, but they will be welcomed as useful workers and they will leave the foreign land richer and its people happier for their invasion.

This is a revolutionary idea, but it meets with favor among all educated men in all civilized countries and few men dare to stand forth and oppose it. Such opposition should bring upon them the ridicule of the world at large.

But while the idea is admitted to be correct, it cannot be materialized without organized effort. Such an effort is now being put forth. Sir Francis Vane, who comes of an ancient and distinguished English family, the son of a soldier and himself a soldier, bearing the marks of wounds and



wearing decorations for bravery and distinguished service in the Boer war, has taken the initiative in this World Scout system of training and is its international leader.

Trained for the army and schooled in the obsolete idea of race fanaticism, he has, under the influence of international travel and experience, scientific knowledge and the new ethics of race betterment, formulated what is considered by the authors of this volume the greatest educational movement the world has ever seen.

Modern conditions have tended to change all the aspects of life. One of the most painful effects of this change has been the breaking down of discipline. At the very time when communities most need discipline to secure the greatest benefits from democratic government, it is discovered that the great mass of boys are growing up without being trained in forbearance, endurance, patience, steadfastness, and the ability to live and work in harmony with their fellows.

To change all this is the mission of the Scout system, as elaborated and put into practice by Sir Francis Vane. The absolutely unique feature of the Scout plan is that the boys eagerly seek these open air schools and through the natural love of adventure, idealism, and "make-believe" of youth the teacher implants ideas of world-fellowship, fearlessness, discipline, mutual helpfulness, truthfulness, respect for parents and elders, friendship, courtesy, kindness to all living creatures, and thriftiness without meanness.





## THE BOY SCOUTS' VICTORY

SCOUTMASTER APPEARS—PATROLS ORGANIZED—THE FOREST  
SCHOOLROOM—AROUND THE CAMPFIRE—STAVES AND THEIR  
USES—COOKING DINNER—BOYS SAVE A FARMER'S HOME—  
“BE PREPARED.”

DICK CROCKETT had some great news for the boys and he started for school in high spirits. As soon as his friends saw him running they knew something was up.

“Get together at the barn after school,” he said quietly and mysteriously.

“What’s up?” they asked, and some of the younger ones began teasing, for Dick was not in the habit of being mysterious about nothing.

It was Friday and study was unusually hard, because the boys were excited about Dick and his plans. At four o’clock they gathered at Dick’s barn and he sat on an upturned barrel.

“Just wait a few minutes,” he said, “and keep quiet. There is going to be something going on in these diggings before long and only the fellows who can keep quiet and tend to business can get in on the job.”



AROUND THE CAMPFIRE

Where Boy Scouts Learn the Lessons of Self-Help, Kindliness and True Charity, and Gain in Health and Character

Just as he finished they saw the new school-teacher coming around the house. Some of the boys thought it was all up when they saw this young man coming toward them. He had been in town only a short time and few knew anything about him. He was not like some school teachers, this the boys admitted.

His name was Mr. Daniel Manning. He had been in the army and was captain of his company when it went up San Juan Hill and later helped clean up the Cuban cities so there could be no more yellow fever.

Mr. Manning was tall and strong and quiet. Every one appeared to want to work with him and his word was law with boys who knew him best.

"Well, Dick," he said, "I see we have a good company

already." Mr. Manning was Dick's uncle, but the boys did not know this and wondered how they became so well acquainted.

Mr. Manning directed the boys to find seats on the barn floor and then he told them about the Boy Scouts. It was all new to them and sounded just like a story. He said he would be scoutmaster and that all the boys should be scouts, if they

learned "scout-craft."

It sounded almost too good to be true, but that very afternoon all the boys were enrolled as "Tenderfoot Scouts."

"Is there a boy here who does not want to have good muscles, to be able to run a long distance, to know how to find his way in the woods, how to swim, how to save life, how to build a shelter, how to make fire without matches, and how to control himself so he will not be excited or angry in an emergency?" He waited for a reply, but there was none.



A SCHOOL OF HEALTH AND HAPPINESS

The Outdoor Life Makes Better Little  
Men and Women

The boys were too surprised. Some thought he was joking about making fire without matches.

"If there is a boy here who does not want to do and be the



things I have named, he can drop out right now," continued Mr. Manning.

"We'll stick," shouted the boys, each one afraid he would be left out.

"Tomorrow at 6:30 o'clock," the new scoutmaster said, "I want all you boys to be here, if your parents have no objection. We will go on our first scouting expedition, try to learn something, and try to make some discoveries in the woods west of the town.

"Wear your old clothing, have some sort of a sack, and a good knife or hatchet. Bring also some rope or good stout string. For rations each boy should bring some bread and two potatoes."

Even before six the next morning there were boys at the barn. Dick was there early and Mr. Manning came just on the minute.

All but two of the boys were ready to go. Tom Haskins and Will Dunham said they could not go and were almost in tears.

"I have to take out the ashes," Tom said, and Will could not go because he had to rake the back yard.

"That is easy," said the big scoutmaster. "Our first duty is to stick together. We can't divide our forces, so we must call for volunteers for extra disagreeable duty. Who will go to help Tom take out the ashes and who will go help Will rake the yard?"

Half-a-dozen boys were detailed in a moment for the two jobs and set off readily to get it done. Both Mrs. Haskins and Mrs. Dunham were amazed. They thought the boys would make an awful mess and not do the work at all. But she did not know about the scout game and was more amazed than ever when the work was all done in less than a half-hour, many hands making it easy.

Meanwhile Mr. Manning and the boys at the barn had

laid out the day's trip. He gave each boy a strong piece of paper marked in small squares. The top was the north and the bottom the south, the east was at the right and west at the left. "We must make a map of our trip to-day and get the lay of the land," he told them. "We must locate good camping places, and every other interesting point, so we can always find them easily."



THE FIRST CAMPING PLACE

Mr. Manning Instructs His Early Recruits in the Way to Enjoy  
Outdoor Life and Sport

Mr. Manning appeared strange to the boys, for he had on his old army service uniform, brown and full of pockets. At his side he had a haversack, which bulged out as if it contained a lot of useful things for an expedition. "As soon as we are organized we will have uniforms," he told the troop.

As they marched out of the yard Mr. Manning headed toward the corner store. There the boys found long wooden staves ready for them, the scoutmaster having directed the storekeeper to secure long shovel handles, all new and smooth.

Each boy in the troop liked the staff. It was strong and suggested many things. "These staves," said the teacher, "are about the most useful thing we scouts carry and as we improve in scout-craft we shall find many uses for them."

One of the boys discovered a small hole in one end of his staff, and looking through, was delighted with the clear and interesting view of familiar objects.

As the troop bravely emerged from the town and entered into the open country each boy began to feel good. The fresh air, the prospect of a day in the woods, building fires, and making discoveries, made them happy. They had no way of knowing what exciting adventures they would experience before they returned home again.

They "hit the trail," as Mr. Manning called it, at a good pace and soon were on the banks of a little stream. They made their way up this water-course for several miles and finally reached a smooth, open place in the woods. It was nearly spring and all nature was alive.

"We'll make camp here," directed the scoutmaster. The boys wondered how they were to make camp without tents, but they were soon to learn.

Under the direction of their leader things began to take shape. Two boys were directed to collect wood for a fire, others were set to rolling logs and chunks of wood into certain positions, their new staves enabling them to roll big timbers easily. Soon the fire was going and the burning wood gave a pleasant odor and warmth, the weather being sharp and bracing. It was then discovered that the logs were for seats and Mr. Manning, taking his place near the fire, directed



the boys to find seats. It was seen that the open place had become a sort of school, with the logs for seats. But there were no books and the boys knew that any school which might be held there would be interesting.

This camp was to be the meeting-place of the scout troop many times and the boys were to learn a great deal, have



BOY SCOUTS IN A WOOD

Training the Faculty of Observation and Learning the Useful and Important  
Lessons of Scoutercraft

many good days, and considerable adventure, before the summer was over.

When they were seated Mr. Manning explained more about the Boy Scout organization. He told them how boys were to organize under scoutmasters and learn to be good scouts according to plans made by grown men who had proved their strength in peace and war.



### ONE USE OF THE BOY SCOUTS' STAFF

How it is Made a Valuable Help in Climbing Trees for the Purpose of  
Observation in the Woods



He read the Scout oath and each boy was glad to subscribe to the following pledge;

"On my honor I will do my best:

"1. To do my duty to God and my country, and to obey the scout law;

"2. To help other people at all times;

"3. To keep myself physically strong, mentally awake, and morally straight."

Continuing, Mr. Manning said: "A good scout should be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

"As we go on we shall learn what each of these means," he said. "At first each boy must be a tenderfoot scout; then he may become a second-class scout, and finally a first-class scout."

He then divided the group into three patrols, and they selected Dick, Tom, and Will to be leaders. Dick became leader of the Eagle patrol, Tom was chosen by the group which took the name of Bear patrol and Will became leader of the Redbirds.

Mr. Manning showed the scouts how to mark on their maps the course the party had taken and gave each patrol leader a small leather-bound note-book, which was to be his "logbook" or history of the patrol.

As noon approached the boys began to think of something to eat and the bread and potatoes in their pockets seemed good to them.

"As we have had no chance to catch fish or capture game," said their teacher, "I will supply meat for our dinner." He took from his haversack a package which contained small pieces of fresh beef.

He gave each boy a piece and showed him how to roast it by holding it on a sharp clean stick cut from the underbrush near at hand. The potatoes were placed in the hot coals, some of the boys encasing them in clay found at the water's edge.

Salt was provided from the haversack of the scoutmaster, and in due time the boys had a very satisfactory meal, although simpler than they were accustomed to and hardly enough for their ravenous appetites. Mr. Manning explained that the next time each boy should have his own haversack and carry his own rations.

In the afternoon the young scouts learned how to tie knots, how to use their staves, or staffs, for making shelter, stretchers to carry injured persons, and for climbing trees or fences. They learned the names of the trees and brush about their own camp. Mr. Manning told them that this spot was to be their headquarters for the summer, as he had secured permission from the owner on condition that the boys did not destroy the big trees or do any damage to any property in the vicinity. They all promised to help the farmer take care of his property and very shortly were to have a chance.

"I want to take you up to see this farmer," said the scoutmaster. He formed the boys into patrols and showed them how to keep together in military style. When the lines were formed he gave the order to march and they started for the farmhouse.

As they came near the house they saw that something was the matter.

"Double time," was the order, and following the scoutmaster the boys raced for the farmhouse. Some of the larger boys became excited and ran ahead.

"Halt," shouted the scoutmaster, and the boys turned in surprise.

"Fall in," was the command. "Keep together and don't break ranks, nor do anything else without orders."

This order was obeyed and the scoutmaster looked over the lines. "Steady now," he said. "Forward!" In a moment he gave the order "Double time," and the scouts ran along easily, keeping their lines.

When they were within a hundred yards of the house they saw that the farmer's house was on fire. With his wife and three small girls he was trying to save some of his property, but it looked like a hopeless case.

He did not see the boy scouts until the patrol dashed into the barnyard. Mr. Manning took in the situation at a glance.

"Dick, take your patrol and man the pump! Fill the trough full!"

The boys who were in Dick's patrol remembered that they were to stick together and ask no questions, so they ran to the pump.

"Tom, you and your men get buckets! Look for them everywhere."

"Will, follow me with your patrol!"

The military spirit, which prompts many men to work together as one, entered the boys and they did not run about and waste time and energy, as they might have done if they had not been organized.

The Eagle patrol pumped water, Dick using his men in relays, and the big trough filled rapidly. The Bear men, led by Tom, each found a bucket, or pan, or some handy vessel. Mr. Manning reported to the farmer and asked him what he wanted out of the house. He detailed three of the strongest boys to go with the farmer and his wife and they carried out trunks and clothing and other valuables.

Mr. Manning entered the building and running up stairs found just where the fire was. The rooms were pretty well filled with smoke and he had difficulty in locating the seat of the fire. He found it, however, and knocking off some plaster with his scout hand-ax, he was ready for water. Tom and his bucket men had thought of a ladder, and finding one, placed it up to the window just as Mr. Manning looked out and called for water.

Dipping water from the trough and handing it from one

boy to the other and on up the ladder, put a stream into the house. Mr. Manning had Will come through the window and work with him. They found the fire had gained headway in several different places, but they fought each blaze separately, and in less than fifteen minutes had the fire suppressed. Then all hands took it easier.

When it was all over and the boys rested from their hot work, proud and happy, the farmer and his wife told them how thankful they were. He told them they might build a log-cabin at their camp and that he would mark the trees they were to use.

The farmer's wife gave each boy a good big drink of milk, an apple, and a slice of bread. She had some pie, but there was not enough to go around and so all the boys refused to take it.

On the way home Mr. Manning commended the boys for their promptness in obeying orders, and their steadiness, and predicted a lively and useful career for the organization. He told them never to throw water on a fire in a house unless they could see where the water was going and be sure that it would do some good.

*"Be Prepared,"* he said, "is the great scout motto."

To be prepared a boy must know how to handle himself. His mind and body must be under control of his own will. He must constantly suppress excitement and anger, fear and worry.

The boys went home and told their fathers about the scout troop, and before the week was over their fathers heard from the farmer how the scouts had come to his rescue.





## SCOUT PATROL IN ACTION

SCHOOL IN A BARN—SCOUT VIRTUES—THE AUSTRALIAN CRAWL  
—THE USEFUL STAFF—THE RIVER RESCUE—MR. MANNING  
MEETS A HORSEMAN—THE HORSE PATROL.

SCOUTMASTER MANNING looked over the boys in school and on the street. With the keen eye of a soldier he saw that there was good timber for the patrol, but he saw that they needed training before they could be depended upon to work together, to forget selfishness for the good of the patrol and of others, and to be cool and skillful always.

Every boy decided to stick to the patrol and determined to be a good scout. They discovered that even the little experience at the farmhouse fire made their school work and home work easier. In Dick's barn Mr. Manning set up a big blackboard and school was held there often. It was more fun than the regular school and the lessons were fine.

They learned how to tie knots as follows: Square or reef, sheet bend, bowline, fisherman's, sheepshank, halter, clove hitch, and timber hitch.

They also learned how to use their staffs or staves in many ways; how to make a stretcher to carry an injured person, how to use them for shelter, how to use them as a lever and for jumping. The stout hickory stick won the affections of every boy and they soon were to see how useful the sticks were in an emergency.

They also learned about the scout virtues, which are as follows:

1. A scout is trustworthy.

A scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his scout badge.

2. A scout is loyal.

He is loyal to all to whom loyalty is due,—his scout leader, his home, and parents and country.

3. A scout is helpful.

He must be prepared at any time to save life, help injured persons, and share the home duties. He must do at least one good turn to somebody every day.

4. A scout is friendly.

He is a friend to all and a brother to every other scout.

5. A scout is courteous.

He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.

6. A scout is kind.

He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.

7. A scout is obedient.

He obeys his parents, scoutmaster, patrol leader, and all other duly constituted authorities.



SCOUT PATROLS AT THE SWIMMING HOLE

All Good Scouts are Taught to Swim under Expert Instruction and with Perfect Safety

8. A scout is cheerful.

He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks, nor grumbles at hardships.

9. A scout is thrifty.

He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money, so that he may pay his own way, be generous to those in need, and helpful to worthy objects.

He may work for pay, but must not receive tips for courtesies or good turns.

10. A scout is brave.

He has the courage to face danger in spite of fear, and has to stand up for the right against the coaxings of friends or the jeers or threats of enemies, and defeat does not down him.



## 11. A scout is clean.

He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.



## FIRST AID TO THE APPARENTLY DROWNED

This Shows One Method of Emptying the Patient's Lungs of Water Before  
Restoring Respiration

## 12. A scout is reverent.

He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

Every Saturday the boys visited their rendezvous in the woods. They began to feel at home there. As the birds came north many of them made their nests near the camp and the boys decided to protect them, so that they could raise their young unmolested.

Every scout looked forward to the summertime, when they were to camp out.

Mr. Manning selected a place on the stream which he said would make a good swimming hole as soon as it was warm enough. He told them the best strokes for swimming and especially about the Australian crawl, which enables a swimmer to go fast. To use the crawl stroke the swimmer keeps his legs straight and does not kick at all. He keeps his arms straight and works them as if they were paddle-wheels, on a boat, lifting each arm clear above the water for the recovery after each stroke.

Tom, who had learned to swim the year before, studied this method and was determined to become proficient. One Satur-



#### FIRST AID TO THE APPARENTLY DROWNED

The Best Method of Restoring Respiration. The Patient's Arms are Alternately Raised and Lowered until Breathing is Resumed

day when the patrol was in its camp Tom and some other boys of his patrol went down to the water to survey the swimming hole. They saw some large boys in a boat some distance above them, fishing. The boat was a crazy affair and the country boys evidently knew nothing about handling the craft. They were constantly changing seats and finally one of them rocked the boat while a companion was standing. Of course the boat went over. The boys were almost men and all tall except one, who was less than five and a half feet. As bad luck would have it, this short lad tumbled into deep water and the tall ones into shallow places. The big fellows were able to wade out, although each one took on considerable water, through opening their mouths and their clumsiness in the water.

They saw their companion struggling. "Help!" he cried, "I am drowning." His companions ran up and down the bank, excited and useless.

Tom and the scouts saw the accident and started for the shore nearest the drowning boy. Mr. Manning also heard the shouts and came from the camp, but he was some distance behind the scouts. "Stand by to use your staves," said Tom, taking the lead. "I can swim and will go in first. Harry, you can swim a little; you come next! The rest of you line up behind, with Bill as 'anchor' at the rear."

This took but a moment, and before they reached the spot the scouts were in position.

Tom, taking his staff, waded into the water holding to Harry's staff. Harry waded in and took hold of the next boy's staff.

Finally Big Bill, distinguished among the scouts for his slowness and strength, took hold of the boy chain and, anchoring himself, prepared to stand fast on the shore.

The water was cold, but the boys, interested in their work and working without excitement or fear (as good scouts should) paid no attention. Tom waded out until the water

was up to his chin, and then he reached out his staff, which he had taken in his right hand, while he held on to the chain of boys with his left.

It fell short of the drowning country boy and Tom took a desperate chance and plunged out over his head. He felt sure that every scout would hold on to the staff in his hand and not let go under any circumstances. Had one of the boys released his hold or weakened, Tom, Harry, and the country boy probably would have been drowned, for Tom and Harry were not prepared to swim in such cold water.

As luck would have it, the drowning boy came up just as the staff struck the water beside him and he grabbed it.

"Haul in," shouted Big Bill, and he began pulling. Poor Tom and the strange boy were drawn under. Tom was choked by the cold water, but he grimly held on. Harry went down under the strain and was submerged. But the other boys did their work well and in a moment had Tom in shallow water. The leader of the Bear patrol took the limp form of the rescued lad in his arms and, aided by other scouts, floated him to shore.

Mr. Manning had meantime given the call for the Eagle and Redbird patrols and the sixteen boys were now on the bank. They brought their staves, for that is a rule among scouts. Even before Tom and the Bear men had the half-drowned boy on the bank, a stretcher had been made, the boys using two staves and their coats.

On the run, he was carried up to a smooth place on the bank and Mr. Manning gave him first aid for the drowning. Water was pumped out of the poor fellow and he came around in a half-hour or so. The wet Bear scouts had built up a big fire at the camp and had their thatched shelter all warm and comfortable for their visitor. Their own clothing was drying at the fire.

Everyone had forgotten the farmer boys on the other side,





#### AN IMPROVISED CAMP-STOVE

Nothing Equals the Joy of Cooking in the Open Air the Food the Boy Scouts Have Secured for Dinner and Consume with Hearty Appetites

but they had made their way up the river and crossed on a bridge, and the scouts saw them coming through the woods. While their companion sat by the warm fire and regained his strength, the visitors introduced themselves. The short boy who had been pulled from the water was named Jim Hawkins. The largest boy was Fred Baldwin. There were four of them.

"We know more about horses than we do about boats," said Fred. "We are mighty thankful to you fellows for getting Jim out of the river. We did not know what to do and were about knocked out when we fell into that cold river."

The scouts could see that Fred and his crowd were curious about the camp and the scouts. Mr. Manning explained it to them and they said they would like to get into the organization.

"Can you ride horseback?" asked the scoutmaster.

"That is about all we can do," said the boys. "Our fathers have stock farms three miles back there and we help break colts."

"If you want to join the scouts, you can form a horse patrol," said the teacher.

"Say," said Fred, "will we do that, boys?"

His friends declared that each could get a horse, and that a lot of other boys in their neighborhood could ride and could have saddle-horses almost any time.

While they were talking it over a man on horseback was seen by one of the scouts coming slowly up the path. He called attention to the stranger. "There is Uncle Jack," said Jim, lifting himself upon his elbow.

The horseman approached and, dismounting, stepped up toward the fire, leading his mount.

Mr. Manning arose to welcome the visitor. The two stalwart men acted strangely. They looked into each other's eyes earnestly.

"Jack Hawkins, of the Sixty-seventh, or I'm a rookie," said the scoutmaster.

"I guess it's you, Manning, but I never expected to see you again," said the horseman. "How did you get out of that hole? Tell me all about it."

Forgetting the boys the two men sat down by the fire and began talking. They had been comrades in the Sixty-seventh United States Volunteers and had been together in the Philippine and Chinese campaigns. Mr. Hawkins was regimental adjutant and Mr. Manning had been captain of Company A of that regiment. Mr. Manning had not returned to America with the regiment, having been given up for dead after an engagement in the Philippines. Instead of being dead, he was very much alive and in the hands of a mountain tribe of natives. He had been treated well by the natives and had gained their friendship by teaching them many of the arts of civilized men. As a reward for his kindness, the natives had conducted him out of the wilderness and started him on the trail that led to the United States forces. So he reached home again six months after his regiment had been mustered out and the men scattered all over the country. It was a happy meeting and Mr. Hawkins, who had been a mounted officer, agreed to become scoutmaster for the horse-patrol.

The scouts had dug a cave in the woods back of the camp. It was completely concealed and contained stores for just such an emergency. From their cave they brought potatoes, bacon, cocoa, canned milk, flour, sugar, and other supplies and utensils.

Skillfully they prepared a good meal and the ex-soldiers said they had never had a better camp dinner. All hands gathered around the fire and ate from their tin plates and drank from their tin cups. It was all cozy and comfortable, Jim being none the worse for his adventure. Mr. Hawkins thanked the scouts and congratulated them on their skill and coolness.

"It has been my experience," he said, "that a man or boy is of use only when he has his head about him. It is all right



to make haste with your body, but you want to keep your mind cool and think straight. Fear, worry, and excitement are the enemies we should all fight. A man might have to run from a bull, but he don't have to be afraid or lose his head. If he is going to die, he should die calmly and with his mind working in good shape."

"If this scout movement," added Mr. Manning, "can train boys to know how to do things, how to use their hands, feet, muscle, and mind, and to have control of themselves, it will be a great thing. The boys in this patrol are learning it and my old Company A of the Sixty-seventh could not have got that boy out of the river any quicker than did the boys of the Bear patrol."

Poor Jim was ashamed of being the one rescued and determined to show what he could do some day. None then knew how soon Jim would render an even greater service to the scouts than they had rendered to him.

It was decided that the foot scouts and horse patrol should rendezvous at the camp the very next Saturday and spend the day together. Mr. Hawkins learned where to get uniforms for his mounted patrol and the boys parted the best of friends.





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DINNER TIME IN THE BOY SCOUTS' CAMP  
Scoutmaster Manning Presiding Over the Noonday Meal



## THE FIGHT AT THE SPRING

GETTING READY FOR CAMP—JIM'S HORSEMANSHIP—SCOUT  
METHODS—ENEMY IS CAPTURED—UNEXPECTED GUESTS—  
THE GREAT DAY COMES.

SCHOOL finally came to an end. Mr. Manning had arranged for a period of camping, for instruction and adventure in the woods and along the river.

It developed that a number of the boys had work to do at home. This was reported to the scout patrol and taken up at a meeting. It was decided that the boys should stick together and be comrades at work as well as play.

"If we go away and leave some of our forces behind," said the scoutmaster, "we may be too few in number to do our duty. So far we have stood by our duty, at the fire and when Jim Hawkins was in the water. We want to keep up this good work."

Several times Capt. Jack Hawkins and his troop of horse scouts had met with the foot patrols at the camp in the woods.

Long before school was out the boys had made frames for thatched shelter for all hands and by using thatches and canvas had a very dry and pleasant place.

It had been arranged that the horse patrol should camp with the foot-men, and a great time was expected. Mr. Manning drilled the boys in all the arts of scout-craft. He laid particular stress on patience, endurance, and cool-headedness.

"If you were driving a high-strung, spirited horse, you would keep a tight line on him," said their teacher. "So it is with your muscles and your mind. They are high-spirited and you must make them do what you decide they should do."

Jim Hawkins, under the instruction of his uncle, who had served as a mounted officer in the army, proved to be the best horseman in the country detachment of the scout organization. He still was somewhat ashamed of having fallen into the river, but always was grateful to Tom and the Bear patrol. Jim hoped some day to be able to return to the Bears the kindness they had done him. Before the first annual camp of the scouts his chance was to come.

Jim had decided to perfect himself in scout-craft. He was not so large as some of the other boys, but he cultivated what muscle he had, deepened his chest by deep breathing, stood erect, and tried in every way to keep down fear, excitement, worry, and all sorts of nervousness. He met with success and was one of the steadiest and coolest fellows in the mounted outfit.

About three weeks before school was to close the scouts decided to invite their mothers and sisters to have dinner with them at the camp. The ladies and girls accepted and started in a carry-all for the camp. Capt. Hawkins sent Jim and two other mounted scouts to meet the carry-all and escort the party to the camp.

It happened that the horses drawing the carry-all were young and only half broken, and the driver was a man who had



weakened every nerve and muscle in his body by drinking. It was a serious mistake on the part of the liveryman to send such a team and such a driver with a lot of women and girls.

Jim and his comrades emerged from the woods and saw the party in the carry-all going down the road, having missed



A BOY SCOUT SHELTER

The Scouts are Taught to Make Their Temporary Camps Attractive as Well as Comfortable and Sanitary

the turn which would have taken them to camp. The scouts started to catch up, riding at a sharp trot.

Jim was riding a well-trained black horse which most of the boys conceded was the fleetest in the patrol, or in the country around for that matter. His keen eye saw that the carry-all team was being mismanaged and he was not surprised to see the young horses bolt when a hen ran across the road.

The driver was absolutely helpless. He had no control over his team and they turned from the main road into a by-way that led toward the woods.

Jim at first was appalled at the prospect of a terrible accident and felt his heart sink.

"None of that," he said to himself, and drawing on his scout teaching he decided that now was the time to be cool and to do his best.

"Beat it, Duke! Beat it!" he said to his horse, and the fine animal sprang ahead of the other boys as if he had been shot from a gun. The colts with their heavy load made surprising speed over the rough road, but Duke gained rapidly. Jim decided that he must reach the side of the runaways and turn their heads gradually before they reached the woods, where the vehicle was sure to be smashed against the trees.

He also thought of the possibility of causing the team to turn suddenly and upset the load.

Duke gained rapidly and the women and girls saw the horseman coming and, expecting aid, waited almost silently.

Jim slackened the pace of his mount as he drew alongside and leaning far over, got hold of the lines.

Fortunately the ends had been buckled together and he secured both lines, jerking them from the hands of the nerveless wreck of a man who was holding on for his own life.

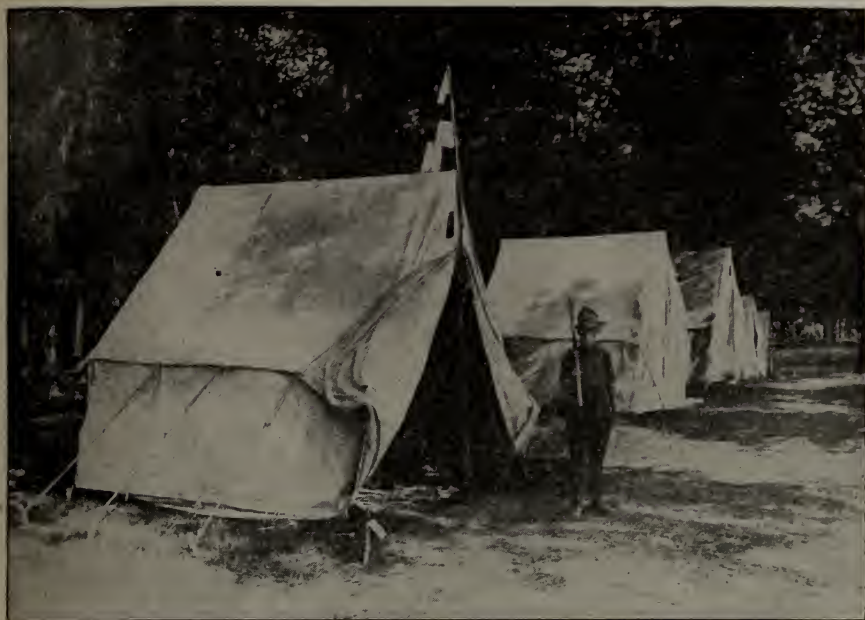
Taking the lines in his right hand, and managing Duke with the left, he half-hitched the lines about the pommel of his saddle.

By slackening Duke's pace he brought heavy pressure on the lines. But he was afraid he would break the leather and was careful. He made them taut, however, and began to turn the team from the road into the field through which it ran.

The runaways saw no reason why they should not leave the road and obeyed the pressure on the bits.

Out of the road the carry-all became a heavy load indeed,





## BOY SCOUT TENTS

The Staff of Peace Replaces the Musket of Militarism  
in This Great and Useful Movement

and the colts went slower. The hard pulling, the soft ground, and their long run, took the life out of them and they obeyed the lines better every moment. Jim kept his eyes open for ruts and obstructions, for he did not want to upset the carry-all by being careless at that stage of the game.

When the colts had slowed down somewhat, he considered the situation, and then, riding close, jumped from Duke to the back of one of the colts. With one foot on the tongue of the vehicle, and taking up the slack in the lines, he quickly brought the colts to a walk. Then turning them around he drove back to the road.

Duke, with a pained expression on his intelligent black face, looked after Jim, apparently wondering at the strange conduct of his young master. Being unable to solve the mystery, Duke came trotting after and joined the other mounted boys.

Jim drove the carry-all to the camp and the women and girls, who had been rescued from a very exciting and dangerous situation, were generous in praise of his horsemanship and coolness.

"We're even now," said Dick. "My mother and sister were in that wagon and you saved their lives."

Capt. Hawkins was very proud of his nephew and Mr. Manning thanked and congratulated the boy rider.



THE CAMP STOVE

How the Boy Scouts Arranged for the Convenient Cooking of Their Meals  
at the Summer Camp

The boys' mothers and the girls were highly pleased with the camp, and the dinner the boys prepared and served was praised, although it was a little bit "mussy" when compared with the meals prepared and served in their own neat kitchens and dining-rooms.

This picnic and the good work by Jim Hawkins were only

incidents in the lives of the scouts before they ended their school work. Most of the time was put in qualifying as tenderfoot scouts, and most of the boys entered the first-class scout degree before the time for the camp began.

Mr. Manning and Capt. Hawkins decided to have the camp open for business a week after school closed and to keep it running most of the vacation. All of the boys could not be at the camp all the time, but it was arranged so that they could go out to the rendezvous whenever they had the opportunity.

It was decided to postpone the building of their log cabin until the following fall and winter, the best time for such hot work as chopping down trees.

Mr. Manning found a spring up the hill back of the camp. There were no sources of contamination near and he had the water analyzed to see if it was safe for drinking. It was found good.

"Bad water," he said, "is the greatest enemy of the people. It kills many persons every year and travelers in strange countries always should arrange to boil the water they drink."

Only enough military drill had been given the scouts to enable them to move in good order, to work together and to feel the spirit of co-operation and the power of united effort.

Before the boys went into camp they worked in relays, cleaning out the water hole, making a spring-board at the swimming place, and building a good camp stove and making permanent tent-houses.

One day when Will and the Redbirds were on duty alone, they discovered a lot of poorly-dressed boys fouling the spring. They remembered about the danger of bad water and, grabbing their staves, they started up the hill at double time. Naturally they fell into good order. Will discovered that running up the hill took about all the wind the boys had, so he halted them for a few moments and then continued the advance at a slow walk. The boy leader remembered to keep his head and he



knew the patrol must be fresh when they encountered the gang around the spring.

"That is our spring," he said, as the scouts approached. "Please leave it alone. If you want a drink, or water for any thing else, you can have all you want. But it is poor business to spoil the water for all of us."

The gang was so surprised to see the row of boys with their staves that they only looked. But the largest boy, evidently the self-appointed leader, gained his tongue. He saw that he had ten boys and that there were only seven of the scouts.

"Look at them kids," he shouted. "Go home and tell your mother she wants you."

"We will not go home and you must get away from that spring."

"Let's give them a good licking," said the big boy, and he picked up a clod of earth and hit Will on the face.

It was Will's first thought to fly at the intruder with his staff and fight recklessly. But that is not the scout way, so he refrained.

"We don't want to fight with you fellows," he said. "We would like to be your friends. We are scouts and try to be friendly with everyone. But if you want to fight and won't go away, we'll show you how to fight. We know how to defend ourselves and our water-hole."

The gang howled in derision and began throwing clods at the Redbirds.

"Single file," said Will, in a low tone. "Face to right! Double time! Surround them!"

The orders were obeyed and the outlaw boys in a twinkling saw themselves surrounded by the scouts. Each member of the patrol had his staff held firmly and ready to jab any one who approached.

It was apparent that the strangers were amazed and also admired the precision and system of the Redbirds. Although

the scouts were outnumbered and outweighed by the members of the gang, they were well trained and not in the least excited.

"If we get a beating, take it cool-headed," said Will to the other boys. "Stand ready, and if any of these fellows try to get away, jab them. Don't hurt them any more than is necessary."



SCOUTMASTER MANNING AND HIS PATROLS  
Showing the Scout Staves and Signal Flag for Wigwagging

This business-like talk and the assurance of the scouts and their organized methods, were all new to the other side.

Anger followed, however, and the largest boy in the gang made a wild plunge at Will. The patrol leader saw him coming. He caught the enemy on the end of his staff and, relaxing an instant, gave a hard shove. The big boy went back on the ground, unhurt, but with a new respect for his opponent.





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THE EAGLE, BEAR, AND REDBIRD PATROLS ON THEIR WAY TO THEIR  
FIRST ANNUAL CAMP

Other boys tried to break away, but were pushed back. They were afraid of being knocked on the head with the staves, but none of the scouts intended to use such violence unless it became absolutely necessary.

Will had the boys prisoners, but he could not figure out the next step. While he was thinking he saw Mr. Manning arrive at the camp below. He gave the Redbird call and the scoutmaster came up the hill.

He took in the situation at a glance and sat down on a log. "What have they been doing?" he asked.

"They were spoiling the spring," said Will.

The gang was now quiet, the approach of Mr. Manning having been a reinforcement which they feared.

"We live in the village up the river," said the gang leader, "and are out having some fun. We work in the brickyard most of the time. We don't intend to do anything wrong."

"All right," said Mr. Manning. "Will, let them march down to the camp."

Very tame and mild, the prisoners went down the hill, followed by the scouts with their staves held in readiness.

"Have you had any dinner?" asked Will, remembering that scouts are always kind, even to enemies.

"Ain't had nothing since morning," said the brickyard leader.

"We are going to have dinner in a little while and we will divide with you fellows if you'll promise to leave our spring and other things alone and help us."

"That sounds good to us, don't it, fellers?" said the gang chieftain.

"It sure does," was the reply from his crew.

Mr. Manning saw that Will was able to handle the affair as a scout should, and said nothing.

All hands set to work to get dinner and in a few moments the former enemies were on good terms. The brickyard boys

were very helpful with work on the stove, being used to handling brick and work of that kind.

After dinner the boys were very good friends indeed. "We want to join this gang," said the big boy, whose name was Mac.

"There's a lot of kids up our way who would like to join."

Mr. Manning was pleased with this and it was arranged that Mac and five other boys should come down to the camp when it was regularly established, as guests of the scouts, and learn how to organize, learn the scout law, and other methods of the organized boys.

"Our patrols," said Mr. Manning, "will march over to your town some day and meet with your patrols. Organization is a good thing. It doubles our strength and gives us new power. Scouts always use their power and skill for the good of others."

The next week, early in the morning, the Redbirds, the Eagles, and the Bear patrol might have been seen emerging from the town. On a big hand-cart they had plenty of supplies and their hand-axes and staves gave them the appearance of being very well prepared for a life in the open.

It was a beautiful morning and as the patrol marched into the well-beloved camp the birds were singing, they could hear the water breaking over the riffle, and from the earth and growing things there came a sweet incense that called to the outdoor instinct every healthy boy feels.

Each scout was in good health, they were well trained in running, in making fire, making shelter, first aid, and had become steady and confident that whatever happened they could not be stampeded.

From the distance, the breezes wafted the sound of hoofbeats and in a few minutes the horse patrol galloped into the clearing, saddlebags bulging and horses groomed till their coats shone, the boys having been careful not to get their mounts hot.



## THE BRAVEST BOY

FIRST DAY IN CAMP—SWIMMING LESSONS—AROUND THE FIRE—  
THE STORY OF BLACK TOMMY.

**T**HEIR first day in camp was a great experience. All the scouts were there and the spirit of comradeship drew all together. Had not the boys been trained for their camp life, it is likely that there would have been quarrels, work would have been poorly done, the cooking would have been a muddle, and things would have been at sixes and sevens.

As preparation had been made, everything went off with precision. Everyone had his work to do and knew how to do it. There always was plenty of wood for the big fireplace, dishes were washed and scoured in the river promptly, and the shelters and blankets presented a neat appearance.

In the afternoon the entire corps went in bathing. Few of the boys could swim. In a river there are holes and it is a more dangerous place than are lakes and the sea, with their sloping beaches. Mr. Manning, however, was not afraid, be-



cause he knew that the boys would obey orders. He learned where the holes were and directed each patrol leader to see that the boys took their swimming lessons in the places selected.

One of the boys, who had practised the crawl stroke on dry land, found that he could swim the very first time he went into the water and made considerable headway. In this exercise, as in everything else, the boys found that system and regular methods brought the best results.



A SCOUT SHELTER TENT

Like the "Dog Tents" of the Army, These Shelters are Enjoyed by All Healthy Boys and are Convenient to Carry

It became cooler toward evening and after their swim the boys were ready for supper. It was a chilly night and the campfire felt good as the boys rested on their blankets before turning in for the night.

"How would you like to hear about a boy who, I believe,

did as brave an act as was ever done by boy or man?" asked Mr. Manning.

All the boys wanted to hear the story and Mr. Manning told it.

"Back in 1899," he said, "I was a private in the 171st Indiana Volunteer Infantry. We were ordered to Cuba to occupy the island after Spain and our country had agreed to stop fighting. There were other regiments sent to the island and United States soldiers were camped in a number of Cuban cities and towns. A few days after we had settled down in one of the seaports, a little negro boy came up to our cook shack. 'I'ze a tame nigger,' he said timidly to the cook. His little round black face looked tired and wan, and he was an odd figure in an army shirt and trousers some soldier had given him. It appeared that his home was in Charleston, S. C. He had been taken aboard a troop transport ship by some soldiers of another regiment and brought to Cuba. He was one of the many poor little negro waifs found in the South, without parents or relatives, so far as he knew.

"'Get to work!'" said the cook, a rough but not unkindly soldier. The little boy began washing pots and pans and worked all day, never stopping to rest. We found that he was frightened by his situation. The soldiers who had taken him to Cuba had driven him away from their camp, and he was alarmed when he found he could not understand the Cubans. He called them 'wild niggers.' He was about thirteen years old, could neither read nor write, and had been permitted to grow up as a dog or cat might grow.

"Our company was rather kind to the little fellow. He worked for the cook all day and at night washed shirts for the soldiers. He wanted to get back to Charleston, which he called home because his mother's grave was there.

"'Will you-all take me home when you-all go?' he asked again and again. Some of the soldiers teased him and told him

he would be thrown over the side and fed to the alligators. His life was an uneasy one. He learned that it would cost \$13 for steerage passage back to the States and he washed every night to get his money. He spent nothing, and in the course of two months he had almost enough. He told me one night that he wanted to get enough money to get home and to buy a bunch of flowers for his mother's grave. Like many other boys and men he began thinking of his mother when he was in trouble.

"About this time four members of our company were arrested for sleeping at their post while on guard duty. It was not as bad as it seemed, because there was nothing at stake and they had slept because they did not know they were to stay awake, the corporal in charge believing that the guard was simply to sleep at a certain post, as was sometimes done.

"The soldiers however were held prisoners in the guard-house. They were popular fellows and everybody knew they would get off with a small fine and perhaps would be cleared. Tommy, the little black boy, heard of their arrest and every day he saw guards bring the four prisoners to our cook-shack to eat.

"There was a good deal of joking about the affair and everyone spoke as if the four prisoners would be shot at sunrise some fine morning. Tommy asked about the case and was told by the soldiers that the four men surely would be shot and they urged him to get up early every morning so that he would not miss the show.

"Tommy, usually bright and happy, became quiet and refused to be cheered. We did not know that the little fellow was going through a trial to the like of which few men ever subject themselves. It was a self-imposed trial, as we learned afterward, and Tommy was to be the victim.

"One day, as the guard started from the regimental prison with the four culprits, Tommy met the squad. He ran along beside the prisoners. 'Is they goin' to shoot you-all?' he asked. 'I guess they are,' said one of the soldiers, intending to joke.

'Will money help you—all any?' asked Tommy, hopping along, first on one foot and then on the other, to hide his embarrassment.

" 'Sure, money will do anything,' said the soldier.

" 'Then here's some,' said Tommy, and reaching into the pocket of his old trousers, he pulled out a greasy bag of money. 'Take this! I don't need it and maybe you—all kin get away.'

"The soldier turned in amazement. He knew how Tommy had worked for this money,—that it meant his very life, and that the little boy had given up going home in order to save four men from death, and these four men had never been especially kind to him.

"News of Tommy's heroic conduct was told to the whole company. The four prisoners were given their freedom and joined with the others in being kind to the little black boy, who had done an act as brave as any knight of old or as any soldier could ever do.

"When the regiment returned to the States, little Tommy was a passenger on the transport, the guest of the regiment, even the colonel knowing about his heroic offer of self-sacrifice. When we reached home and were mustered out, the boys looked after Tommy and he is still the friend of every man in the regiment.

"This story is true," added Mr. Manning. "It shows us that we should not despise or look down upon black people, yellow people, poor people, or any other person. We do not know what power or what bravery there is in even a little black dishwasher. In olden times kings and other bad men used to tell the people of their country that the people of another country were bad, that they killed little children and drank their blood, and did other awful things. In this way the kings excited their people to fight other nations, and the king was made richer, but the people suffered and the best men were killed. Many children were left without fathers, and progress was given a setback.



“Even now there are attempts made to lead American boys to think of the people of other nations as their enemies; but the people of Germany, of England, of Russia, of China, and of every other country are a good deal like us. Parents love their children, and children love their fathers and mothers. They need food, clothing, and shelter and have to work for these things. I believe that war is a very foolish proceeding and I hope we can find better things to do.”

The boys were quiet after the story was finished, each one trying to think what he would have done had he been in Black Tommy's place.

“Would I have spent my money for others and remained in a foreign land?” they asked themselves.

The fire was banked, Mr. Manning gave the order to turn in, and the boys prepared to spend their first night in the open air. It was to be the first night in camp for some of the lads. It seemed strange to go to bed out there in the woods. There were strange noises and the cool, fresh air filled their sleeping quarters. In less than fifteen minutes every scout was asleep. Among all the dreams they had none was as strange, or as interesting, as what really was to happen the next day.





## TONY THE TRUMPETER

BUGLE CALL IN THE FOREST—MYSTERIOUS RECRUIT FROM DISTANT LAND—INVENTION FOR SCOUT STAFF—THE CAPTURE OF RED JOE'S GANG.

**B**IRDS had left their roosts, bees were at work and the sun was two hours high—and still the tired scouts slept on. They had remained too long around the comfortable fire after their first hard day in camp and so they failed to greet the sun as he came up to dispel the darkness.

There is no telling how long the scouts would have slept had not the lively notes of a trumpet been wafted to the camp from up the river. Mr. Manning was the first to awaken. He thought at first he again was in the army. First came the sound of "first call," somewhat different from that to which he was accustomed. This was followed by the notes of "reveille," the call sounded to awaken soldiers to duty.

He jumped from his bed. By this time some of the boys were stirring and before the call had ended all were aroused.

Hastily preparing for investigation, Mr. Manning and Tom and Will were ready in a few moments to move in the direction of the music. They went quietly up the river path. A hundred yards or so beyond the camp they saw, seated under a tree, a queer little boy, not more than fourteen, holding a trumpet on his knees. He was looking sadly out over the



LEG WRESTLING IN CAMP

A Form of Exercise and Amusement that Helps to Make Camp Life Enjoyable  
and Furnishes Much Fun

water. The scouts were almost upon him before he saw them. He jumped in fright, but probably thinking that it would do him no good to attempt to escape by running, he began crying.

"Don't cry," said Mr. Manning kindly. "We are scouts and are your friends."

The boy replied in a foreign language, sobbing out the words.

Mr. Manning, who was able to speak Spanish, recognized the language as Italian, and the delicate features and black



hair of the lad confirmed the belief that he was an Italian boy. But what he was doing there with an old army trumpet the scoutmaster could not conjecture.

He replied to the boy in Spanish and the lad appeared to understand. He invited him to go with them to the camp and his kind manner and words convinced the frightened boy that the strangers meant him no harm.

The scouts left at the camp had of course felt an impulse to run after the three when they started up the river, but remembering discipline they remained in camp as directed by the scoutmaster.

All were surprised when they saw the small trumpeter brought into camp. At the fireside Mr. Manning whistled a number of calls and the face of the boy brightened up as he repeated them on the trumpet. All the boys were delighted with the newcomer and his music.

"Come and join the Scouts," they said heartily, but the boy did not understand.

Mr. Manning learned that the boy's name was Tony and that he lived at the brickyard where his father was a laborer. He discovered also that "Big Mac" and the brickyard gang had persecuted Tony because he spoke a foreign language and they could not understand him and he could not understand them. They had called him "Dago," which hurt his feelings because he knew it was a term of disrespect.

The fire already was going in the camp stove and scouts detailed for the purpose were bringing water, while others were preparing the breakfast. One squad, known as the "pancake brigade," was beginning its adventure with flour and water and baking-powder and eggs.

Although the boys had never been in camp before, their scout training and preparation told and the routine work went on systematically. In half an hour inviting aromas began to arise and appetites were whetted to a fine edge.



Tony said he had breakfasted on a piece of bread and his eyes were seen to be watching the cooking operations ravenously. He was provided with "eating tools" and when the troop was served he was given the same rations as issued to the scoutmaster and patrol leaders, for in a scout camp all share alike—there are no favorites.

Immediately after breakfast three of the boys went up the river to fish. They came back in fifteen minutes and reported that there was smoke from a campfire a half-mile farther on.

"Dick, take your patrol and find out what is going on," directed Mr. Manning and Dick's men at once reached for their staves.

While they were gone Tony began to feel at home and picking up one of the scout staves examined it. No one paid any attention to him, for there was work to be done, for a scout camp must always be shipshape and sanitary to the last degree. Tony found the small hole in the upper end and taking from his pocket a long, slender leather string, inserted it in the hole. Next he tied the ends and the staff was topped with a strong leather loop.

He had done this idly and was admiring the effect when Mr. Manning observed the work. He took the staff and Tony was afraid he had done something wrong. But Mr. Manning was pleased. He saw the value of such a loop on the staff in certain emergencies and told Tony, in the best way he could, that the idea was a good one. He then decided that each scout should carry a strong leather thong and be taught to tie it into a loop on the end of the staff. Such an arrangement would enable the scouts to make a chain of their staves, and if the leather was strong and the knot well tied, it would be of great use on many occasions.

Dick returned at this point and reported that three boys had built the fire and were burning up the rails from the farmer's fence. "The leader is a big red-headed boy," he said.



## REGULATION WRESTLING IN CAMP

Catch-as-Catch-Can is a Form of Athletic Exercise That Develops Muscle and Appeals to the Boys

"Red-head, Red-head," cried Tony in alarm.

He continued to cry out, but that was all the boys could understand. Mr. Manning explained that the red-headed boy had hurt Tony and always was teasing and abusing him.

"We'll look into this," said the scoutmaster, glancing around. "How many men shall we take?"

"Take us all," "Take me," "Take me," the boys shouted, each one eager to get into the adventure if there was to be one.

"First we must hold a council of war," said Mr. Manning. "Let's all sit down and consider the matter." So the boys grouped themselves about the scoutmaster, the clean and well-ordered camp offering plenty of seats for just such a talk.

"What is the work before us?" he asked Dick.

"First," said the leader of the Eagles, "we must stop that fence-burning. We promised the farmer to look after his things and we must do it."

All the boys agreed that this was the first duty and Mr. Manning indorsed the idea.

"I think we ought to punch the Red-head for hurting Tony," said one boy. "He is just the same as a scout and we must stand by him."

Mr. Manning told Tony what the boy had said and the Italian lad got the meaning of the Spanish. He was pleased and apparently felt safe with these sturdy, kindly, well-organized boys. They seemed to be careful and deliberate in all they did and there was no haphazard movement or excitement.

"If we punch Red-head," said Mr. Manning, taking a hand in the war council, "we will be doing to him just what he did to Tony."

"Well, he should get it and get it hard," said one of the scouts, doubling up his fists.

"We could go down there and use our staves," the teacher added, "and give that gang a good beating. But is that the thing to do? They are boys, just like us, and we are angry with them because they hurt little Tony. But Red-head and his crowd might make good scouts and we can help our own troop and help Red and his followers if we make them scouts. They may be just the fellows we need. We need a carpenter scout, a blacksmith scout, a boat captain and an interpreter. Red-head probably heard Tony and is burning the rails because he is not a scout. If we make him a scout, he will bother Tony no more and will not burn up the fences."

"Let's make him a scout, like we did Big Mac," said Will, and all the boys were in favor of that plan. Tom proposed that a note be sent to the camp of the Red-head, asking him what he could do and inviting him to accompany the messenger back to the camp.

Mark Shipley, the keeper of the scout logbook, went to his bunk and from a waterproof canvas bag took out his field-desk and records, pencils and pens and ink. He was a clever writer and soon turned out a note as follows:



Friends:—This boy is from the scout camp at the lower riffle of the river. We want you to come and see us. We picked up a neighbor of yours this morning and want you to tell us where he lives. We can't understand him. We need help in this camp and would like to talk with you about joining us. Fraternally yours, LIBERTY BOYS' SCOUT PATROL.

All the boys agreed that the note was just the thing. Mr. Manning said it was all right and had Mark sign his name as "Keeper of the Log."



READY TO TRANSMIT SIGNALS

Wigwagging Messages by the Telegraphic Code is an Important Part of a Boy Scout's Training

Dick, as the largest boy in the camp, was detailed to take the message and he set off at a brisk walk. He was not afraid and the other boys were not afraid, because when a boy feels friendly towards others he is not often frightened.

Curiosity kept the scouts from doing the work they should have done while Dick was away. When he again sighted the camp he saw the boys standing about waiting. They knew nothing had happened, because they had not heard the Eagle Patrol call for help.

When they saw Dick they also saw three other boys. The red-headed one walked in front, proud and fearless. He ex-



hibited no surprise and halted not an instant when he saw the scouts. His companions exhibited signs of uneasiness.

"Brace up," he said to them disdainfully, and they shamefacedly came on into the camp.

"We are here in answer to your note," said the big red-headed boy. "I am Joseph Vance, commonly called Red Joe."

"All right, Joe," said Mr. Manning. "We welcome you to this camp of Boy Scouts. We want to hold a council with you and your friends."

The teacher was surprised at the good English the boy used and admired his manly bearing. He could not understand how such a boy could have imposed on little Tony, but he then thought of how many smart and intelligent men impose on weaker persons and he understood how it had happened.

In the council Joe explained that he had not burned rails from the fence, but had taken some old ones that were not used and never could be used for fencing. He entered into the spirit of the meeting like a veteran chieftain and admitted that he had been unjust to Tony. "There is no excitement in our town," he said, "and the boys teased Tony and called him 'Dago' just to be doing something."

Joe promised that hereafter he would look after Tony. He was a friend and partner of Big Mac, the boy captured by Will and his patrol, and had heard of the scouts. "I was on my way to see what you looked like, when I got your note," he added. "I may join."

"What can you do?" asked Mr. Manning. "We need recruits."

"I am an electrician, telegrapher, and a kind of machinist."

"Just the man we need," said the scoutmaster.

"Bob here and Dug," said the red-headed one, "are learning to telegraph and both of them know the code."

"Do you know how to signal with flags?"

This was a new one to the visiting boys and they said they knew nothing about it. Mr. Manning tied a shirt to the end of a staff and showed them how to signal, conveying the signals by certain waves that correspond to the telegraph code of dots and dashes.

It was easy for the three boys and in fifteen minutes they could make the dots and dashes, so familiar to them, with the flag. Another staff was fitted up as a signal flag and Red Joe took this and waded across the river at the riffle. He finally reached a hilltop on the other side. He was so far away that he could be seen only as a figure with a flag. He had taken pencil and paper with him, prepared to take a message.

"All men have red blood. All men and boys are brothers," was the message Mr. Manning wrote and handed to Bob and Dug.

This practice game was very shortly to be turned to very grim reality.





THE SCOUT PATROLS AT REST

Photo by Gene, the Crippled Boy, Official Photographer to the Camp





## A SCOUT'S BRAVERY

SIGNALS FROM THE HILLTOP—CALL TO DUTY—"BE PREPARED"  
—DICK'S AWFUL HALF-HOUR.

BOB and Dug took the message from the scoutmaster's hand and wigwagged it letter by letter. They made mistakes, but Mr. Manning had explained to them the signal for "rubbing out" a letter and so the message finally was sent. One of the scouts had gone to join Red Joe, and after the message had been received he came running back with what Joe had written to compare it with the original.

Here is what Joe had written:

"Scout Friend:—All men red, all boys brothers."

He had missed some of the words, but Mr. Manning thought it was well done. The scouts were delighted and many of them determined to learn to wigwag.

Mr. Manning determined in his own mind to equip the camp with a wireless outfit, as he desired to study this great system of communication and he knew Red and his friends





#### FIRST AID TO THE INJURED

Boy Scouts are Taught How to Care for Their Comrades and Others in Case of Accident. Here We See the Members of a Patrol Learning How to Bandage Correctly. Many Physicians and Surgeons Cheerfully Give Their Services as Instructors

could work the instruments, which are not expensive. He was going to town that day and decided to send for a wireless outfit, to be shipped at once for use in the camp.

While the boys were wigwagging he bade them good-bye and set off for town, leaving Dick in charge, as he was the choice of the boys for second in command.

All sorts of messages were sent back and forth and the game was at its height when the scouts saw Red Joe waving wildly. He got the attention of Bob and Dug and they watched his signals with tense faces.

"H-E-L-P-H-E-L-P-C-O-M-E-A-L-L."

"Help! Help! Come all!" repeated Bob, as Joe disappeared beyond the hill. "He wants us to come."

Dick directed three of the smallest boys to remain in camp and followed by the others he set off at a fast walk for the hill. All hands waded into the river without a moment's hesitation. Some wanted to run all the time, but Dick remembered that in an emergency scouts are of little account if they are exhausted and out of breath from running. So under his orders the troop ran and walked by turns, making rapid progress.

From the crest of the hill the boys saw a group of men standing around a mowing-machine in a field a short distance away. Evidently some one was in trouble, as one of the men was holding his hands to his head and shaking with anxiety. Another could be seen running. On the road beyond Dick saw Jim Hawkins and a detail of the horse patrol. Jim was riding Duke. He saw the man hail the horseman, speak a few words, and Jim leaned over Duke's head and then sped away like a rifle bullet.

Dick and his men kept on their course toward the group of workmen in the field. When they reached the scene they found a young man of about thirty years of age stretched upon the ground. Blood gushed from a wound in the upper part of his right leg. None of the men knew what to do.



FIRST AID BANDAGES

A Boy Scout Who Has Been Used as a "Subject,"  
by His Comrades. Note the Sling for  
a Broken Arm or Wrist

Dick had paid particular attention to the first-aid instruction given by the scoutmaster, as he had determined to be a doctor when he became a man. He knew at once that an artery had been cut, if not severed. But he disliked to take the initiative and the sight of the blood and the man's suffering almost made him sick.

Some of the scouts turned away. Dick knew, however, that long before a doctor could arrive the man would bleed to death.

At the thought of taking hold of the man he felt his head swim and a weakness almost overcome him.

"Fine scout you are," he thought and by main force of his will he made himself a machine ready for its work.

Stepping up to the distracted men, he said, "I know what to do for him."

"Oh, do something! Oh, do something! Save him! I don't know what to do," was the answer of the almost crazed man, who proved to be the father of the injured farmer.

Dick rolled up his sleeves. To steady his nerves he was

very deliberate about it. He took time enough to roll them up well and to see that they would not come down. This had a remarkable effect on his nerves. He found he was steady and that the weakness had passed. He knew that the hole in the artery must be found and stopped. That was his work. He asked Red Joe, who was cool, to hold the man's head and he placed Will and Tom each at an arm, while Big Bill took hold of the uninjured leg.

"Hold him still and don't let go," said Dick, and he went to work. He knelt down and spread the wound apart. It was a clean cut. He saw the spot where the blood gushed forth. It ran onto his hands. His clothing was wet with the warm life fluid.

Red Joe knelt over in a faint. Little Tony saw the need and kneeling down took the poor man's head tenderly in his small hands.

Dick located the artery beyond a doubt and placed his thumb hard over the hole. It slipped off twice, but finally he made it stick and the blood stopped flowing.



VIEWED FROM THE REAR

The Subject of First Aid Object Lessons Turned  
Around for Inspection





MAKING A FIELD STRETCHER

Boy Scouts Using Their Staves and Coats to Make a Comfortable Litter for an Injured Comrade

That was all Dick knew about first aid in such a case. He knew no way of tying the artery, located as it was. He held on. He dared not move and he once or twice felt like keeling over, as Red Joe had done. But the thought that this man's life depended upon him kept him at his awful post.

Try to sit perfectly still for one minute and see how long a minute really is. Dick had to remain as he was. His thumb, arm, and body ached before five minutes had passed and it seemed as if he could hold out no longer, for he had to press hard to keep the blood back. Time wore on. He eased his trial somewhat by directing the scouts to make a stretcher to be used when Duke should come with the surgeon.

Ten minutes passed,—fifteen,—twenty,—a half-hour! Dick had become a block of wood, it seemed to him. He wondered if

he ever would be able to move again. The injured man appeared to be resting easier, but his face was deathly white and Dick was doubtful if he ever would recover.

Jim had ridden Duke on a gallop to the nearest town for a doctor. He decided that the doctor should ride Duke back to the scene of the accident and so he did not exhaust the faithful



#### USE OF THE STRETCHER

How the Injured are Carried by Boy Scouts After Receiving  
First Aid in the Field

and fleet animal. He had trouble finding a doctor and when he did the man was fat and could not ride, so he started in a buckboard. Jim continued his search and finally found a young physician who could ride and he leaped into the saddle the Boy Scout vacated.

Duke seemed to know that now was his time to show his mettle and he hit the trail back at a long gallop. The young surgeon passed the fat man in his buckboard like a flash and reached the farmhouse before brave Dick gave up his hold on the artery.

He rode into the farmyard and through the gate into the field. He dashed up to the group and leaped from the saddle. His professional eye took in the situation at a glance.

"Well done, laddie-buck," he said to Dick. "Hold on just a moment longer."

The surgeon with skilled and certain movements opened his case and took out instruments and bandages for tying an artery. He then relieved Dick and the boy stood up, walked away, and fainted.

His comrades placed him on the stretcher and made another for the injured man. Dick was faint only for a moment and was very much ashamed of his weakness.

The doctor did his work and was delighted to find a stretcher all ready.

"Say, what kind of boys are you anyhow?" he exclaimed.

The scouts won his admiration again when they aided him to place the man on the stretcher and Big Bill and Red carried him toward the house.

At the house the boys found they were no longer needed and prepared to hike back to camp. Jim Hawkins and the other horse scouts came up, Jim riding behind one of his comrades. He found Duke none the worse for his long trip and mounting, the horsemen prepared to accompany Dick and his troop back to the camp.

Just as the boys were leaving, the doctor came out of the house. He told them the man would live. "If that boy had not held on to that artery," he said, "the man would have bled to death. He fell on a scythe and cut the femoral artery."

"Where are you boys going?"

"Back to camp, sir," said Dick.

"May I go along? I like you boys and want to hear something about you."



MAKING A "CHAIR"

Easy Method of Carrying the Injured for a  
Short Distance

The doctor marched with the lads and in answer to questions Dick told about the organization. On their arrival the physician took in the camp, its neat arrangement, and noted the absence of any refuse and that the blankets were all hanging in the sun.

"Queerest gang of boys I ever saw," he thought. "Seem to be worth something."

Mr. Manning returned before the doctor left and he heard all about Dick and how he had saved a human life because he had been prepared for duty.

He was mightily pleased at the news, and felt repaid for his work.

"Bravery and the will to do are of no use without knowledge of what to do," he remarked quietly.



The doctor said his name was Sterling and he asked permission to instruct them in first aid. Before departing he promised to ride over frequently.

Mr. Manning complimented Red Joe and Bob and Dug for their part in the affair and Dick told eagerly of the work the other boys had done, trying to keep out of the limelight, as it becomes painful when one is praised overmuch.

Red Joe and his friends and Tony accepted an invitation to supper, as they were not afraid to go home after dark. Around the campfire that evening Mr. Manning told of the wireless invention and reported that he had ordered an outfit. Red was so delighted that he jumped into the air and rolled on the ground. "I always wanted to see one of them," he cried, "and now you're going to get one. May I see it?"

"You will have to work it," said Mr. Manning. "I am not a telegrapher and we shall have to depend upon you and your friends."

The scouts were not so intensely interested, for most of them did not fully understand what a wireless station would mean.

"We can get messages from everywhere and maybe send them," said Joe. "It will be great. We can train the boys all over this country and we can talk to them whenever we want to."

Joe did not know, of course, the great part he was to play in a world drama with his wireless station.



## THE RIVER BATTLESHIP

SCOUTS ON THE WATER—SWIMMING DRILL—TONY'S LEATHER THONG—THE BULL'S WATERLOO.

CAMP life, when campers know how to camp and are organized, grows better every day. When affairs are conducted in a haphazard way, a camp soon becomes disagreeable. Never was there a better camp than that of the Boy Scouts. Every day some improvement was made and all was as clean as a hound's tooth. Every man had his work and every day learned some improved method.

All hands longed for boats, but there were no boats and the boys had no money for even the smallest craft.

At a council one night Big Mac and some of his friends, now regularly organized as scouts, were present. Red Joe, now leader of the signal corps of the scout troop, also was present.

Both Mac and Red, former enemies of the scouts, now were loyal to the ideas of organization, chivalry, and helpfulness. Mr. Manning liked both the lads and confidently expected them to be strong and useful men when they grew up.

The talk drifted to boats and boating.

"If we could get hold of some logs," remarked Mr. Manning, "we could make a raft and have some real sport. We could make a sort of battleship, war canoe, or ocean liner, or a ferry-boat."

"I know where there are some logs," said Big Mac. "Just the other side of that hole, beyond the bend in the river, are some squared logs that have been there for a long time. They once were used for some building."

"Just the thing," said the scoutmaster. "We must try to get them."

The next morning Dick, Mac, and Red Joe left the camp early to see about the logs. They found they were owned by a farmer. When he knew the boys wanted the logs, he also wanted them and would not part with them. Finally Dick proposed that the scouts give some work in return.

"Will you 'bug' that potato patch for the logs?" asked the farmer.

The boys took in the great patch of potato plants with sinking hearts. It looked as big as the ocean.

"Give us an hour to decide," they said, and the farmer agreed.

The boys ran back and reported shortly after the morning camp work had been done. They described the logs and the size of the potato field and the matter was talked over.

One of the boys, not thoroughly trained in scoutcraft, proposed that they roll the logs into the stream at night, as the farmer never would miss them.

This idea was denounced by most of the boys. "If we start that," they said, "the farmer will drop down on us and we'll be in trouble all the time."

Mr. Manning let the boys work the problem out for themselves. Most of them had "bugged" potatoes and knew what a hard job it is. They wanted the raft, however, and finally de-

cided by unanimous vote to "bug" potato plants for the timbers.

Just as the conference ended Jim Hawkins and five of his mounted men rode into camp and they agreed to help in the bug raid.

Only three boys were left at the camp. Each patrol leader formed his men and preparations were made for the attack.

When the farmer saw the well-organized group of boys march into his barn lot, he came near falling over with amazement.

Dick did the talking for the troop and made the agreement. Cans and buckets were secured. Dick deployed his men and a thin brown line of boys stretched across the field. It was different from "bugging" potatoes all alone.

"Steady!" shouted Dick. "Forward! March!"

Never was a field "bugged" in less time.

"We're scouts," shouted Dick, "and must do this job so well that this farmer will know what it means to be a scout."

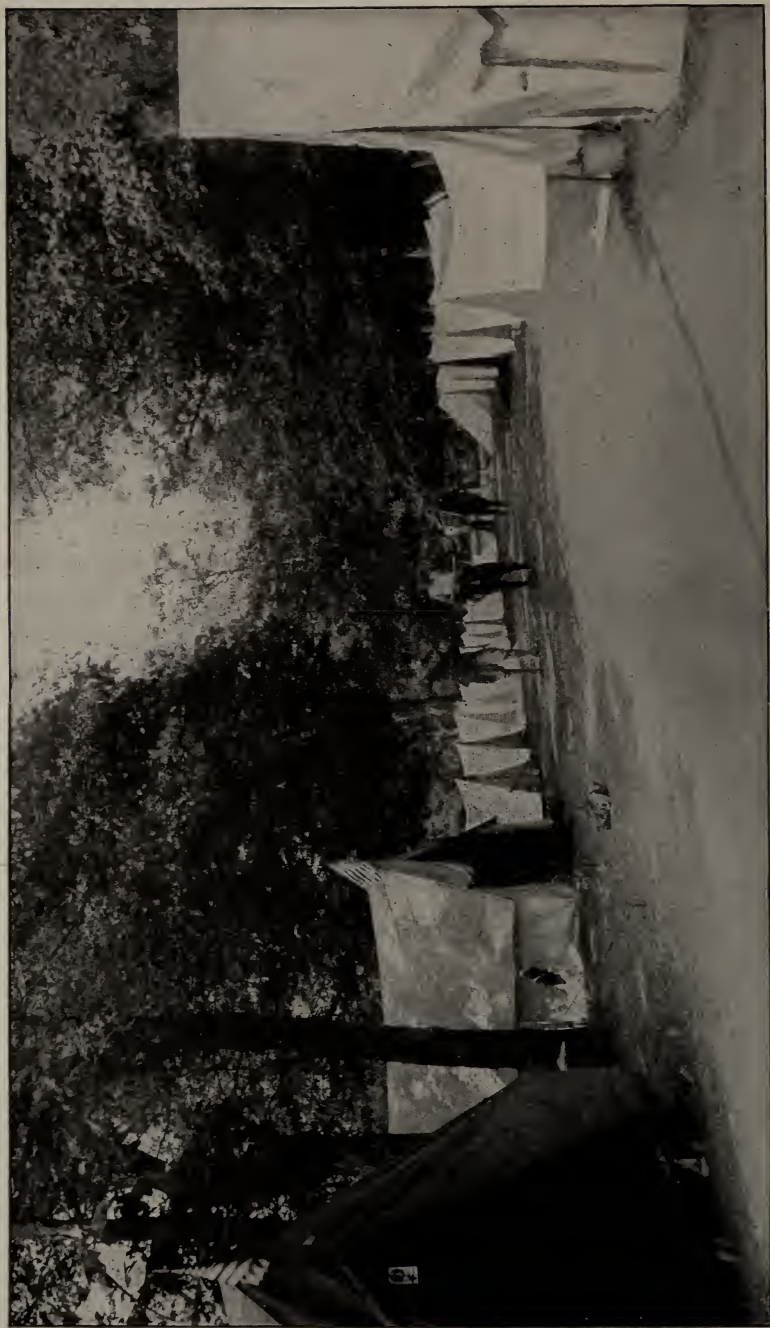
Many a back ached, but the lads stuck to the job, and in three hours finished it.

Instead of returning to the camp for dinner, the scouts decided to go without the meal. They rolled the logs into the water and the timbers floated downstream. Of course they did not go very far before they were caught in bayous or otherwise prevented from going on to the camp.

Mr. Manning came up at this point and saw the dilemma. Only a few of the boys could swim well and he was unwilling to let them go into the stream to tow the timbers.

So well had the farm work been done that the farmer was glad enough to give the boys some wire, used commonly for baling hay. Mr. Manning went into the water, with Dick, Mac, Red Joe and Bill, all of whom were fair swimmers. They got the logs together and lashed them with the wire, making a platform fourteen feet long, which floated high in the water.





#### THE BOY SCOUTS' CAMP

The Scouts Are Taught to Be Orderly and Clean in All Their Arrangements. A Scout Camp is Sanitary and Wholesome. Small

Shelter Tents are Used for Sleeping and Larger Tents for Cooking, Eating and Assembly Purposes.

The swimmers towed the temporary raft to the shore and more than a dozen of the boys were taken aboard. The raft carried the load well.

At the riffles all hands were called into the water to get the new ship over the shallow places. As the raft and its load of scouts floated down the stream, it looked good to the scouts on shore and they were proud of the vessel, even as it was.

There was great cheering when the craft was brought into sight of the camp and was made fast to the roots of a tree at the water's edge just above the rendezvous.

That night at a council around the fire, the boys voted on several propositions. It was decided that only boys who could swim ten yards would be permitted to join the crew.

Many names were suggested for the craft, but christening was postponed until the timbers were fashioned into a better vessel.

Dimensions of the timbers had been taken and the manner in which they should be used was worked out on paper. It was discovered that, by splicing, a raft twenty feet long and six feet wide could be made. Plans were made for a rudder, a wheel-house, a locker, and seats. Boys who were unable to swim were to be permitted to go out on the raft as passengers and were to remain seated at all times.

As an additional precaution, coils of rope were to be placed on each side of the wheel-house, to be used should any boy fall or be forced overboard. Mac, who proved that he was the best swimmer in the entire outfit, and the best carpenter scout, was chosen temporary captain by unanimous vote and Bill was named as first mate. Other officers were to be chosen after the craft was completed.

By daylight next day the scouts were out of their bunks and getting ready for boat-building. Everyone ran down to see the logs before doing anything else.

All day the work went ahead. Twice Mr. Manning gave

swimming lessons. As none of the boys wanted to be merely passengers on the boat, they went at the swimming lessons with determination and before the day was over four had learned to swim five yards, and everyone gained confidence in the water.

Donald, one of the small boys and not strong for his size, came to the front in the water. He learned to swim at once



AN OFFICIAL INSPECTION

Though Militarism is Not Aimed At, the Boy Scouts are Taught Sufficient Drill to Make a Smart Appearance

and the next day improved so rapidly that it easily was foreseen that he was to be the champion scout swimmer and diver.

Only two of the boys failed to qualify as swimmers, and when the raft was completed everyone was delighted.

"Call her the 'Potato Bug,' " proposed some of the boys, but that hateful title was discarded and all united finally on the name "Tenderfoot," as the raft was their first regular boat and was an experiment.



"If Gene were only here, we could get a picture of her," remarked one of the boys, and Mr. Manning heard him.

"Who is Gene?" he asked.

"My brother, and he can't walk very well. He's a cripple and can't be a scout."

"Yes, he can," said Mr. Manning. "What can he do?"

"He has a camera and knows all about photography. He won a big prize for taking pictures once."

"We must have him out here," declared the teacher, and that is how Gene, the crippled boy, became one of the most important of all the scouts. He took pictures of everything, made them into a book and the next winter made lantern slides and colored them for a scout stereopticon show that was a great success.

The "Tenderfoot" was the pride of the camp. Scout methods of work made her as neat as a log ship could be. Every line had its place, the rudder and wheel were works of art, and she minded her helm. Long poles were cut in the woods and details of scouts were named for poling. Paddles were fashioned and paddlers appointed.

Two boys who had proved their ability as map-makers were appointed to chart the river and to qualify as pilots. In the locker a large tin can with a watertight cover made a waterproof case for the charts and for matches and other articles that had to be kept dry. The "Tenderfoot" was considered a beauty by all the scouts and they were proud of her. Mac and Bill, made officers because they were big and fairly good swimmers, were determined to hold their places by proving themselves good seamen. A mast was set up amidships and the colors were unfurled with high glee.

Most of the boys had learned to swim well and were safe. Mr. Manning felt sure that with the training the boys had gone through none would be in danger of drowning.

One afternoon Tony, the Italian trumpeter, and Will hiked



to a neighboring farmhouse for provisions. Tony now had a staff of his own and through the hole at the end he made a loop with the leather thong he still carried.

They bought provisions and were returning to camp. As they walked through the field back of the farmhouse they saw a farmhand trying to drive a bull into an inclosure. The boys sat down to watch the fun, but it soon ceased to be fun. The bull became angry and, charging the farmhand, pinned him to the side of the barn.

"Come on, Tony!" said Will, and they ran toward the man and bull, taking the precaution to put a fence between themselves and the bull. The man was crying out in agony and Will believed that one horn had gone through his shoulder.

"What can we do?" was the question Will asked himself, speaking aloud. He did not have much faith in Tony.

But the keen eyes of the Italian took in the situation. He could not explain in English and so darted away.

Will followed some distance behind, striving to think of something to do. He called loudly for help and hoped some men would come from the house, but he feared there were no men there. The next thing he saw was Tony's black head at a hole in the barn, a few feet from the bull and its prisoner.

Tony had his staff. He struck the mad beast a number of times, but without effect.

Then he did a clever thing. He saw a ring in the animal's nose. He turned his staff about and slipped the leather thong around the ring. Next he twisted the staff and the loop was tight about the ring.

This gave the boy a great advantage. He pushed and pulled with all his strength, but the tough nose of the bull was not affected.

Will saw the solution Tony had worked out and ran to his aid.

He was a strong boy, with big hands and wrists, and had a grip that would have caused many a man to wince.

"Let me have the staff," he said, and Tony, about exhausted, was ready to turn it over to his big-fisted companion.

Will took the stick and gave it a few more twists. "If the leather holds, we've got him," he said. He put such a push on the bull's nose, now one way and then another, that the animal,



A TEMPORARY CAMP

The Shelter Tents Are Easily Carried on a Long Hike and on Field Days Make Good Dressing Rooms for the Athletes

obeying the accustomed nose pressure, backed up and the man fell to the ground and crawled away.

Will continued to hold the bull until the man had climbed the fence and was safe. Then he released the bull by unwinding the thong about the nose-ring.

"Tony," he said fervently, "that leather thong is the best ever. Every scout should have one."

The man was not badly injured and the scouts hit the trail for camp.

Experiments made later showed how the leather thong could be used to make a chain of scout staves, by hitching the loop of one about the end of the other.

Mr. Manning had been thinking of the leather thong and made arrangements when he was in town to get one for each scout, and many handy uses were found for the piece of leather, which was strong enough to hold up three scouts.

Red Joe asked frequently about the wireless outfit and all hands were thrown into excitement and joy when a letter was received saying that the wireless instruments had been shipped. Red Joe, Bob, Dug, and Mr. Manning had been reading and studying wireless books and they had the theory pretty well mastered. Joe was a marvel at electricity and simply soaked up information along that line. He confidently expected to set up a wireless station in the woods, which would be in communication with government stations along the distant coast, with ships on the seas, and perhaps with foreign lands.





## CRUISE OF THE RAFT

STORMY DAYS—NIGHT IN THE FLOOD—BILLY GOAT ENLISTS—  
WRECK OF THE RAFT—RELIEF AT LAST.

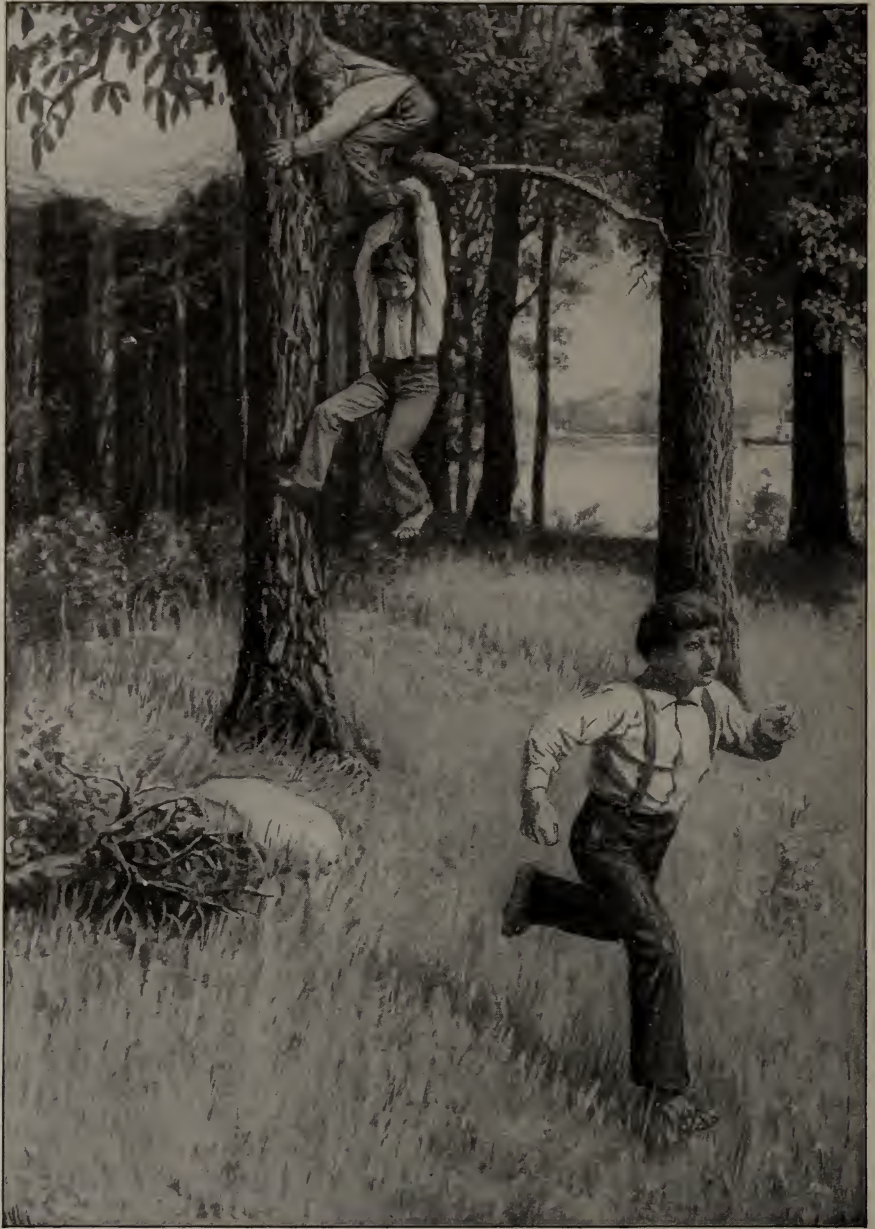
**S**UNSHINE and fair winds are pleasant to recall, but rough weather is what brings out mettle in scouts.

When it began to rain the scouts learned that they did not know it all, and even Mr. Manning had overlooked precautions. But who would have thought that floods would come in the summer time?

Hard work was required to make the camp dry the first day. Ditches had to be dug to keep the water out of the camp, and every shelter had to be repaired and reinforced. Firewood was gathered in large quantities and placed where it would remain partially dry.

In spite of water and mud, the three days of storm were not without fun. Stones from the river were placed around the fire and paths were made in the camp to prevent the place from becoming a mudhole.





#### UNORGANIZED PLAY

When Boys are Not Organized, but Run Wild, They Often Invite Danger and Get Into Scrapes That are Avoided by a Boy Scout's Training

Mr. Manning and the boys expected a flood. The camp had been placed high on the bank and it looked as if it would be safe. But they had not reckoned on all the things that can happen to a river when it gets on a rampage.

It was the fourth night of the storm when the dam, eight miles above, gave way. Tired out, all the scouts were asleep and they might have been in great danger had it not been for a fortunate event.

Some of the boys were awakened by strange cries. They turned out, to find a poor bedraggled goat standing near their camp, bleating a call for help. Evidently the animal had been caught in the flood and had somehow reached the shore.

Soon all the camp was aroused. Danger seemed to be in the air and Mr. Manning became uneasy about their situation.

Mac, Joe, Bill, and Donald, with two other boys, went down to see how the Tenderfoot was faring. The craft pulled at the line and tugged as if alive. The boys went aboard to see if everything was shipshape. Mac looked well to the poles and paddles, lines, and rudder ropes, and it was well that all was in readiness, as we shall soon see.

While the boys were on the raft, a great roar was heard. In a moment the waters began to rise rapidly.

"Take to the hill," shouted Mr. Manning, and the scouts on shore, grabbing what they could carry and their staves, jumped for safety.

Mac and the boys on the raft had been so engrossed with their work that they had not perceived that the river had risen so that the tree to which the raft was tied was surrounded by water and a rapid current ran between them and safety.

Some of the boys were about to jump, but Mac told them to stick to the raft. He did not know how deep the water was, nor how rapid the current.

The flood came on rapidly and Mac saw that the line which held the raft to the tree was too short and pulled the bow down



## THE STORY OF THE WRECK

Big Mac Tells His Chums How the Tenderfoot Behaved in the Flood

below the water. He paid out more rope and finally all he had, and the raft swung around.

Scouts and every other person should learn that ropes always should be strong and sound, from end to end. A rotten rope, or one with a weak spot, is a snare that is sure to get someone into trouble. It is like a boy or man who will tell a lie or who has a yellow streak.

So it proved with the painter of the raft. It gave way and the Tenderfoot shot down the stream as if it had been a high-power motor boat.

"We're adrift!" Mac shouted, and the scouts on the bank heard him.

Shortly before the clouds had rolled away and the full moon glared down on the breast of the swollen river, with the Tenderfoot cruising madly and its almost helpless crew.



Mac took the wheel and found that the raft would still obey, although a clumsy thing for such fine work as appeared necessary in this emergency.

"Here's Tony," shouted one of the boys, and sure enough they found the little lad huddled in a corner near the locker with his beloved trumpet in his arms.

"Has he got his horn?" asked Mac. "Tell him to blow all the calls he can, so the boys on shore will know where we are."

Tony was glad enough to help and out over the troubled water floated the liveliest kind of trumpet calls.

Shouts on shore told the drifting boys that the troop was on the hike. Red and Bill, each with a strong pole, stood by to ward off floating logs and other obstructions and so prevent a smash that might break up the raft, which was not built for such heavy work.

Several times there were collisions and Mac had everyone



BIG MAC OFF DUTY



on the lookout. He thought of running her into shore, but this was not possible. On one side the water was swashing a steep bank, and landing on that side was out of the question. On the other side were bottom lands, with a great many trees. Between these trees the water rushed with terrific speed. To get in among these trees would mean danger.

"Do you think we can land?" asked Mac of his companions. They all said that the raft should be kept in the stream.

"Look out for the bridge two miles below. The center pier is of stone and if we hit that, it's good night!" said John, the map-maker and pilot.

After the first alarm wore away, the boys rather enjoyed their wild cruise in the dark. The trumpet calls at first had brought responses, but now they could hear nothing from the shore. Mac chuckled as he thought of the other fellows running through the wet underbrush, while the raft went along so easily and he sat, like a real captain of a Mississippi river boat, in the comfortable wheel-house.

He conceived the idea finally of putting out the big paddles, manned by Bill and Red Joe. This was done and the boys discovered that by backing water they could slow up the raft, which would be a good thing if a collision was inevitable.

As bad luck would have it, the moon went behind a cloud just as they approached the bridge. Mac saw the center pier too late and had just time to swing the wheel around and save a head-on collision with the stone obstacle.

The pointed bow of the raft hit the pointed end of the pier and slid around. Bill's paddle was wrested from his hand and he came near going overboard.

It was only for a moment, but most of the boys expected to be drowned and many thoughts ran through their heads.

"Always keep holding on," said Mac. "We may smash into something any time."

In spite of the wallop, the Tenderfoot had received at the

pier, the boys could find no evidence that she was giving way. She turned sideways now and then, but by working his lone paddle Red was able to keep her headed downstream.

How far they had gone the boys could only guess. There was absolutely nothing in sight from which they could get their bearings. The river seemed to be getting broader and more like a lake. Mac thought he was in the center but he was not. The current had shot him off to the side and all at once the raft ran into quiet waters. A minute later the boys felt her ground on a soft mud bottom.

The danger was past and for that the boys were grateful, but they were all rather disappointed that the grand ride downstream had come to an end.

It began to "feel like" morning, but no one knew what time of night it was. The water was cold and most of the boys were barefooted. They got out a towel from the locker and rubbed their feet until they were warm. Nothing could be found on board to eat and there was nothing to do but wait in the chilly night for the light of day. Tony sounded his trumpet frequently and calls were heard in the distance, but Mac said he did not believe the scouts were the ones replying and the other boys agreed.

Time went so slowly that when the first streak of day appeared in the east it seemed that they had been on the raft for weeks. Bill said he could not remember when he had been on shore.

When the sun came up bright and warm, the boys shouted for joy. John said he believed they were four miles from camp and in a bottom pasture lot. They were in quiet waters and a quarter of a mile from the main current.

Donald agreed to see if he could reach the shore, a hundred yards from the raft.

"I can't swim that far, but I believe I can wade most of the way," he said.

All the lines on board were spliced together, one end was passed around the lithe body of the young swimmer, and he prepared to step into the cold, muddy water.

At this point Mac changed his mind and refused to let Don take the chance. "The rope won't reach shore and you may get drowned. We can wait here all day and see what



TONY AND HIS BAND

Drum Corps Organized by the Little Italian Musician, Backed by  
the Boy Scout Troop

will turn up. Mr. Manning and the troop should be coming up soon. I know they'll keep hiking until they find the Tenderfoot."

Mac was right about that. Some of the boys had become exhausted in the long march through the wet woods and had built a fire and made a sort of camp, but the scoutmaster with the main body of scouts kept on down river, shouting fre-



quently. Dick had sprained his ankle and dropped out. They heard the trumpet calls at first, but finally lost them.

Because of the overflow the rescuers had to make many long detours, and many times had to retrace their steps. They must have covered ten miles before they heard again the welcome notes of Tony's trumpet.

It was now two hours after sun-up and Mr. Manning and the boys were about to stop for a rest, when they were cheered



THE EVENING BAND CONCERT

Boy Scout Musicians Entertaining Their Comrades in Camp at  
the Close of the Day

on by the glad musical tidings that the Tenderfoot and its crew were still in the land of the living. They shouted, but no replies were heard. They continued their way and kept as close to the river as they could, scanning every bit of water for a view of the raft. They wondered why they heard no more of the trumpet and doubts of the safety of Mac and his men again arose in their minds.



At last they came upon the bayou where the raft was stranded in the mud. Then they knew why they had heard no more trumpet calls. When the sun warmed them Mac and the crew became sleepy and the warm, dry floor of the raft invited them to rest. Tony dropped off and only Red and Bill remained awake when Mr. Manning and the troop were sighted, running along the edge of the dark waters.

Mr. Manning shouted to the crew and found that all were well and hungry.

"I suppose we have just had a banquet," said a boy on shore. "We have just come from a Christmas dinner ourselves."

This satire was lost on the raft crowd, because they had no conception of the long march the scouts on shore had experienced while the sailors were riding easily on the raft.

The scoutmaster removed his clothing, except his shoes, and began wading toward the raft. He expected to find deep holes, but was happily disappointed. The water was not over four feet anywhere and even Donald could wade to shore.

All the raft equipment that could be carried was taken ashore and soon most of the troop were assembled again, a wet and bedraggled bunch of boys.

"Sleep is what we need," said Mr. Manning. A dry place was found under a neighboring strawstack and in twenty minutes the scout patrols were sound asleep.



ONE OF THE HORSE PATROL



## SCOUTS SAVE A SHIP

GOOD-BYE TO THE TENDERFOOT—THE GOAT ON GUARD—THE  
SCOUT SIGNAL CORPS—THE SHIPWRECK—IN PRISON.

IT WAS afternoon when Mr. Manning awoke. He saw the young scouts still sleeping, their first all-night adventure having exhausted them. He was hungry, and he knew the boys must eat as soon as they awakened. Donald arose just then, and taking the little master swimmer with him, the scout leader began scouting.

They made their way to a farmhouse in the distance and found the farmer. He accompanied them back to the swollen river and when he saw the raft he wanted to buy it.

“What’ll you sell that thing for?” he asked. “I want it for a ferry-boat. The bridge is so far away that a ferry will be of use to me even if it is a slow one. Will that boat carry a horse?”

Mr. Manning said it would, and he considered selling the good old raft. One by one the boys awakened and joined the

men on the shore. None wanted to sell, but when Mr. Manning showed them that they could not get the raft back to the camp, they agreed to sell. A trade was made with the farmer. He gave the boys a good meal of ham and eggs, bread and butter, and rich milk, with lettuce and other vegetables.

After being thus refreshed, the patrols hit the trail back to their camp, giving the Tenderfoot a sad farewell. It looked every inch a good boat as it rested in the water, and the boys who had had the wild ride in the flood were almost tearful.

The return was made by the roads and the camp was reached about five o'clock. They found the water much lower and were delighted to discover that the flood from the broken dam had not wiped out their shelters or ruined their supplies. Dick and the detachment which had fallen out of the ranks during the long march in the dark had been in camp most of the day, and it looked very good to the tired boys. The sun had dried out the blankets and the rendezvous took on its old familiar appearance. The loss of the Tenderfoot was the only misfortune that could not be repaired easily.

Dick had the goat which had awakened the boys the night before, and he told how the goat had kept two dogs away from the camp stores. This made the goat popular with the scouts and they adopted him as a mascot and named him King.

That day Gene, the crippled photographer, was brought into camp by one of the horse-scouts, the little fellow and his camera riding behind the horseman. He was too late to get a picture of the Tenderfoot, and this the boys all regretted.

No matches could be found in camp and for the first time the boys had to use their primitive fire-making method. The firemakers took a pointed stick and whirling it in contact with another piece of wood as directed, they got a spark which ignited tinder from a rotten log.

The water was too muddy for swimming and the scouts would have had a dull time indeed had not the wireless outfit





MAKING FIRE WITHOUT MATCHES

A Pointed Stick is Rapidly Whirled Around in Contact With Another Piece of Wood to Make  
a Spark Which Ignites Tinder



arrived. Then Red Joe was the busiest boy in the county and easily took the lead. He knew every piece and just where it belonged. Naturally a mechanic, he had studied with good will, and Mr. Manning saw that Joe and his friends Bob and Dug would make good as signal scouts.

On a high tree in an open place Joe fixed the anemone, the wire device which collects the electric waves from the atmosphere. Mr. Manning taught the boys how to climb the tall tree by means of a "life-belt" and a wire. The belt was placed around the tree and around Donald, who was chosen to make the first climb. The wire was twisted about the trunk, loosely, and the end made a loop for the climber's foot. By lifting up his foot Don forced the wire upward. Downward pressure caused it to catch on the bark and he went up a notch.

Gradually sliding upward and safely held by the life-belt, he reached the first high branches. He had carried up a small rope and with this he dragged up a ladder made of rope and sticks. This enabled Joe and the signal electricians to go aloft and do their work. All insulation necessary was arranged for and the thin wire placed where it would collect the waves, or send them outward. But the plan failed to work and the labor was all done over again. To get the anemone away from the tree, a long wire was stretched to another high tree-top and half-way between them the apparatus was placed, free from leaves and branches.

It was all interesting work and in three days Red had his wireless station established. The very first night flashes were received and the boys were awed by the wonderful thing they had created. They were in touch with the great world beyond the river.

The signalmen worked almost night and day, studying and perfecting their apparatus.

One night, not long after they had learned how to receive and to send the code, the boys were sitting around the fire. It

was a beautiful, calm summer night and the whole world seemed peaceful.

All at once the wireless began to buzz and to flash. Joe sprang to the instrument. Again and again he received snatches of messages. Bob and Dug were standing nearby and the entire camp was spellbound because Joe appeared to be so intensely absorbed in his work.



#### FIRE WITHOUT MATCHES

Getting the Spark and Producing a Flame to Start the Burning of  
Dry Twigs and Sticks

"Here is what I get," he said, handing a written message to the scoutmaster.

Mr. Manning read the following:

"Steamer—Help—Lon.—Lat. 30. Storm—Leak. Must have help."

"There is great confusion somewhere," remarked the sig-

nal scout. "We seem to be the only one getting messages. This ship is in trouble somewhere on the ocean. I have replied that we are hundreds of miles from the coast."

Mr. Manning asked Bob if he could send that message over an ordinary wire, and the scout said he could. "Then take Bill and Mac and go to that railroad station three miles to the north," was the order. "If you can't find the operator at once, break through the door and get someone on the line."

This was enough for the signal scout and the boys detailed to go with him, and they started at once. John, the guide, who had a compass, was added to the party, being the best one in the troop for making his way in the dark.

Joe continued to listen and to write, working intently and oblivious to his surroundings. "There is a ship grounded near some bay," he said at last. "The sender don't seem to know where they are. We are the only ones he can raise. I am going to relay the message as nearly as I can."

With this the scout began sending as rapidly as he could. Flashes were seen on the wires high in the air. It was a most exciting time. Only a few nights before some of the scouts had been in a storm on the river. Now all was calm about them and they were hearing the cries for help from a sinking ship hundreds and perhaps thousands of miles away.

"Near Bradley Bay. Fifty passengers, women and children." This, written on a piece of paper, was handed to Dick by Red Joe, who was sweating as if he were in a stokehole.

"That locates the wreck," said Joe, taking off his receiving hood. "I don't know where Bradley Bay is, but someone must know. I don't believe they can get the life-savers."

Mr. Manning wrote a message as follows:

"Editor New York Chronicle:—Amateur wireless operator received message of shipwreck near Bradley Bay. Call for help. Can you get this message to the proper place in the world?"

He handed it to Joe, who read it and nodded. Dick was directed to take a squad including Dug, the signal scout, and make all haste to the town, where the message was to be sent to the far-away New York editor at all hazard.

Joe returned to his work and received the same cries for help time and again. The night wore on and only the flashes of the wireless apparatus appeared in the air. About midnight, he jumped to his instrument.

"Inland wireless station. Shipwreck message received. Bay located. Help is sent," was the message he received, and



#### STARTING THE FLAME

It Takes Only a Few Minutes to Secure the Desired Result by This Scout Method of Fire-Making

he handed it to Mr. Manning. It was signed "SPEED, telegraph editor."

"Cheer, boys," said the scoutmaster. "Dug and Dick have sent their message and the wreck has been located."

Tony sounded his trumpet, and the boys shouted.

"Silence," called Joe, and the boys instantly were quiet again.



"They want to know where we are," he said.

"Tell them," said Mr. Manning, and Joe sent to the editor their location.

"Reporter starts for camp at once," was the reply, and that ended the messages from the editor.

All were tired out by this time and all except Joe turned in. The signal scout stuck to his post the remainder of the night, but received no additional information.

When Bob and his squad plunged into the darkness, they were determined to reach the station and do their very best. It was a lonely station and apparently was deserted. Mac struck a match and saw the telegraph instruments inside the office. The boys knocked loudly on the door, but no one replied.

Finally they decided to break the window over the telegraph desk. They hit the glass and it came down with a crash. Bob crawled through and had just touched the instrument when he was grasped by a man who apparently arose from the floor.

"Throw up your hands, you tramps!" he shouted, flashing a pistol. The boys did as they were told.

"We want to send a message that is important," said Mac. "Light the lamps and we will show you that we are all right."

"I'll plunk you full of holes," was the surly reply.

How it would have ended if a new factor had not entered the situation, cannot be told. A trackwalker appeared at that moment and lighted the lamps.

When the men saw that the intruders were boys they put away their pistols and were more reasonable.

Bob told about the wireless message and the shipwreck, and the two men laughed long and loud. "Shipwreck!" cried the man who had grabbed the signal scout. "That's a pretty tale. Tell it to the judge tomorrow. I'm going to put you kids where you won't break into any more railroad stations."

With this he made the boys line up and marched them to an old toolhouse nearby, and locked them up in the dark greasy place.



THE CAMP FUEL SUPPLY

Big Mac of the Boy Scouts Showing His Skill  
with the Ax

Dick and Dug had better luck. In the town they awakened Dick's father, on the road to the telegraph office, and he went with them to send the message. It was received, and an answer sent back to Dick. The boys spent the remainder of the night at Dick's home, his mother giving them something to eat, as they were hungry after their long march.

While Dick and his squad of scouts slept happily, poor Bob and Mac and their comrades were prisoners in a miserable dungeon, hot and tired, and suffering for lack of light and good wholesome fresh air.

When morning came, the scouts at the camp speculated about their missing comrades. Dick, they knew, was among friends if he reached the town, and the message indicated that he had been at the telegraph office. Nothing was heard of Bob and Mac's squad, however.

Dick and his friends slept late and had a good breakfast at his home, the folks being glad to have him home again. They could hardly believe the wireless story, however. It was almost noon when the scouts left the house and went down toward the railroad station to buy some supplies for the camp.

At the station they saw a crowd. The sheriff was there. "Bringing in some young burglars," he said. "Caught them last night at the cut-out station. Regular young ruffians, I hear. Glad they're prisoners."

The boys waited for the train, curious like the other people standing about. When the train arrived the people gathered closer.

"There they are!" was the word that ran through the crowd as the railroad men climbed down the steps. Behind them, with their hands bound, were poor Bob, Bill, Mac and John, very dirty and tired.

"Don't they look like robbers?" said a bystander. "See their faces! Anyone would know they were bad."

Dick and his crowd were inclined to resent this, for they knew why the boys were prisoners.



A MIGHTY NIMROD





## SCOUTS AS EXPLORERS

SIGNAL BOYS IN COURT—FREE AT LAST—THE REDBIRDS' HIKE—  
THE DISCOVERY—AN INTERNATIONAL CAMP.

DICK sent one of the scouts to the camp to summon Mr. Manning and the patrol leader started on the run for his father's office. Mr. Crockett was a lawyer and Dick thought the impending trial of his comrades called for a lawyer scout. His father was a true scout, poor because he was a just man, always fighting for justice.

Bob and his friends were taken to the local jail and locked up until the justice of the peace could be found and court convened.

Jim Hawkins, riding Duke as usual, was sighted by Dick on the way to find his father and he asked the young horseman to ride to the camp and get Mr. Manning. Jim had brought another horse to town to have it shod and was leading it homeward. This extra horse came in handy, for it gave Mr. Manning a mount, which enabled him to get into town quickly.



Mr. Crockett could not be found and Mr. Manning had not yet reached the courtroom when the young scouts were brought into the room, a dingy office which depressed the boys, accustomed to the open air and the freedom and freshness of the camp.

After numerous papers had been signed, and a lot of things done which the boys did not understand, the railroad office man testified. He told the story as the reader knows it, and declared that the boys had told an impossible lie about a wireless message and saving a ship at sea.

The trackwalker corroborated the story of his friend. Mac and Bob were so angry and hurt that they felt like crying out that it was all untrue. But they remembered that a scout is patient and cool, even if he has had no rest for twenty-four hours and endured torture in a suffocating toolhouse on a hot night.

At last the signal scouts were given an opportunity to testify. Once they would have been excited and angry, and perhaps shedding tears. But now they were scouts and, drawing on their will power, the boys determined to maintain a dignified bearing and to quietly tell the truth.

Bob and Mac testified first in a simple direct fashion, and then Bill and John were called. Big Bill caused a good deal of amusement by going to sleep and falling out of his chair. Being a big boy and growing rapidly, he needed rest badly, and being absolutely sure of the honesty of his position he went innocently to slumberland.

"Bound over to the grand jury," said the justice after hearing the case. "I fix their bonds at \$1,000 in each case."

Dick had been looking everywhere for his father and at last found the well-known lawyer. He knew Dick's truthfulness and had complete confidence in his son. So they hastened to the courtroom. About the time they arrived Mr. Manning put in his appearance, having come in on Jim's extra horse.

When Mr. Crockett entered the courtroom, the justice and others sat up and took notice. With his skilled legal methods he learned what had been done and laid out a campaign. He threw the court around in another direction and declared that it was an outrage to imprison boys without notifying their parents.

"That boy Bob," said the sheriff, "is a young villain from the brickyards up the river, and should be in jail. I know him."

Mr. Manning confirmed the story of the signal scouts and told the complete story of the scout camp, the wireless station, and the remarkable work of Red Joe, Bob, Dug, and the other boys the night before. While he was testifying someone came in with the afternoon newspaper. It contained, in a dispatch from New York, complete confirmation of the scouts' story. It also told about the shipwreck, and how a vessel had reached it in time to save many lives. It said further that the wireless station operated by some boy scouts, at a distant point inland, had been the means of saving the big vessel.

Nothing succeeds like success, and the boys who a few minutes before had been looked down upon as young burglars now became heroes. All the scouts were somewhat disgusted, and were eager to get back to camp, and away from such a fickle crowd and such a court. They knew nothing about the laws and the courts, but they felt, in their boyish hearts, that something was wrong when boys trying to do right were locked up.

As they made their way back to camp, Mr. Manning pointed out how often men and boys are imprisoned unjustly, simply because they have no money or powerful friends.

"If Mr. Crockett had not been there," he said, "the boys probably would have spent another night in jail and perhaps would have been marked as jailbirds for life."

That night, after supper, the scouts again sat around the fire and discussed the adventures of the last few days.

"There is one thing true," said Mr. Manning, "Scouts should be prepared, physically and mentally. To be prepared

physically, each of us should make the most of the body we have, keeping our muscles and digestive organs in good working order.

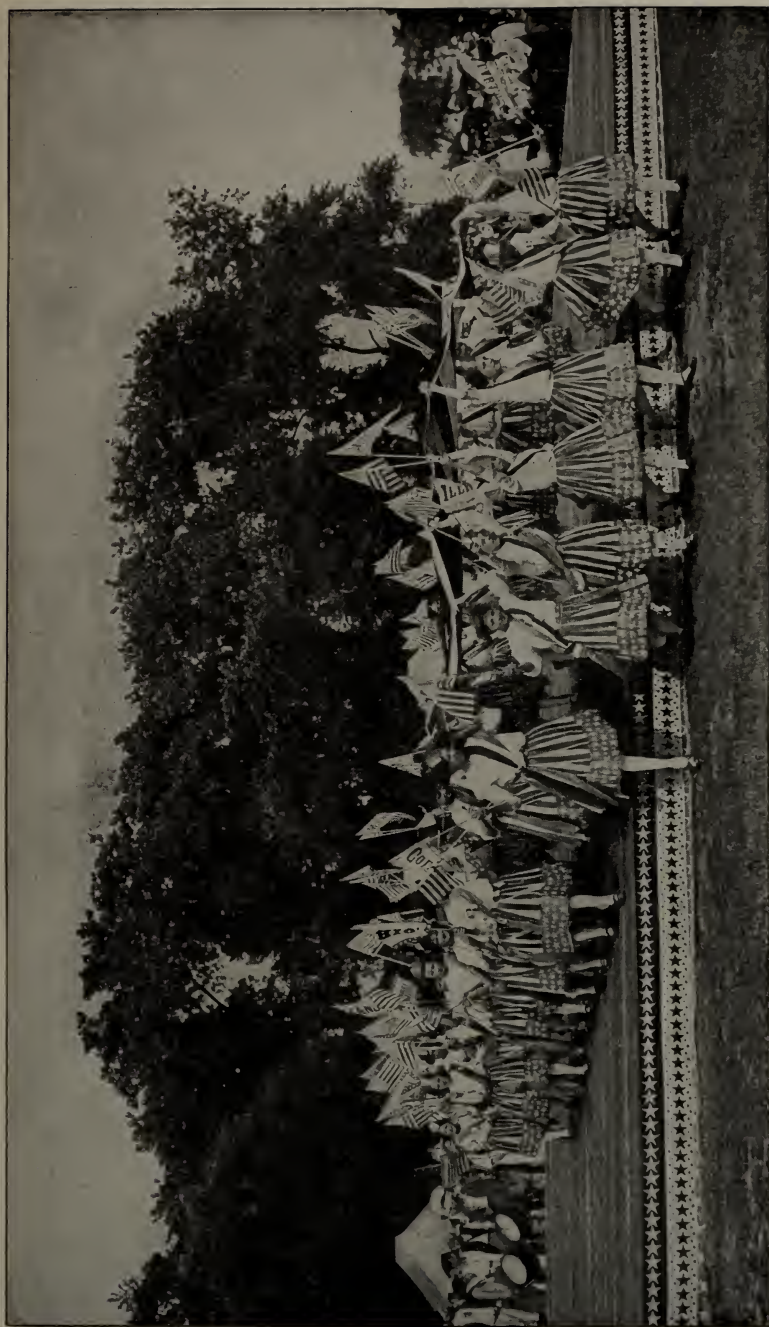
"Smoking and intoxicating drinks, of course, handicap the body and sometimes ruin it. Alcohol burns out the finest cells of the brain and unfits a boy or man for living. It finally will reduce him to the level of a beast.

"One of the most important things about the mind is to realize that it is subject to the will. Every scout should understand that his mind, as well as his body, is subject to the high power within him. Scouts should train their minds. Fear is the worst enemy. If we can be brave, we will never be tempted to lie, to steal, or to cheat another person, and we will have the courage to live in poverty, if that is necessary. I think most crimes are committed because men are cowards and afraid.

"When we came out to this camp we did not know we were to be tried so many times. Adventure has come to us and we have taken things as they came. I have seen you boys in some trying positions, but I have not seen any of you break down when the call to duty came. The thing I like best about the troop is that most of the boys are cool-headed, seldom afraid, and that we are all getting stronger in mind and body. A man who is not afraid cannot be made dishonest."

Two days later Will and the Redbird patrol decided to make an exploring trip to the west. John the mapmaker and Bob of the signal corps were detailed to go with the explorers, making a party of ten boys. Equipped with their staves, well-filled haversacks, pocket axes, and pocket knives, the Redbirds set out. At the last moment Tony, the Italian trumpeter, who had proved his worth on several occasions, asked if he might go along, and the Redbirds were glad to have the faithful little Italian, who no longer was "Dago," but a full-fledged comrade of the troop. He took his trumpet, and Big Bill, who was in the patrol, carried the small boy's haversack.





WHERE PATRIOTISM IS TAUGHT

Miss Columbia Learns to Love the Flag of Her Country and Valuable Historical Lessons are  
Implanted by Pageantry



John had a pocket map of the county and of the state, and as they went along he made notes by means of which he could work up a route-map later at the camp.

When the troop was less than a mile from camp they heard a dog howling mournfully. They followed the sound and discovered a poor animal tied to a bush. The dog was a halfbreed, evidently part Newfoundland, and was of large and powerful frame. Indications were that some cruel person, desiring to be rid of the dog, had tied him in the woods to starve to death. He was tied with a chain and pieces of wire. In vain had the dog prisoner gnawed at his metal bonds and at the bush.

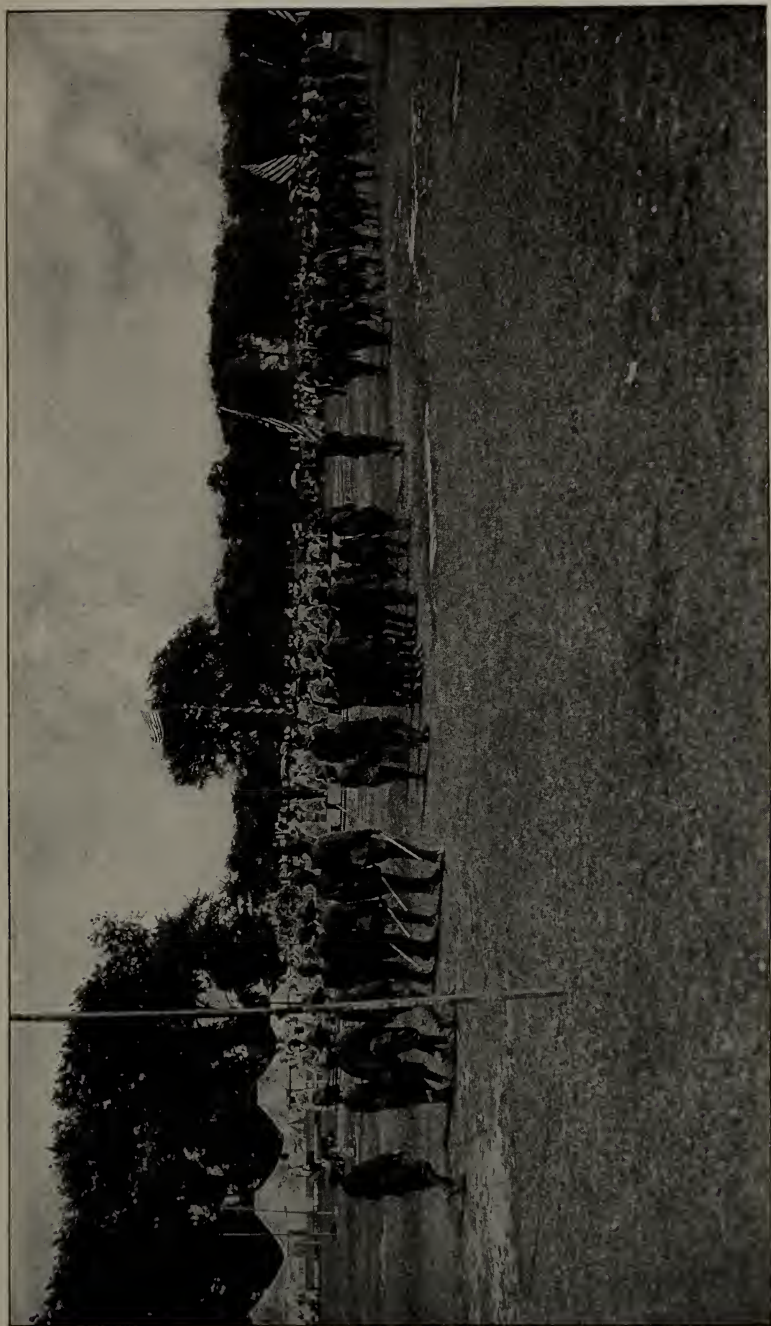
He was overcome with joy at the sight of the boys, and frisked about like a jolly comrade when Will cut the bush with two or three well-directed blows of his pocket ax. Bill took out his pocket-knife and quickly severed the collar.

"I don't believe in putting collars on dogs," he said savagely, for he had the softest heart in the whole patrol and always was doing kindness for smaller boys and animals.

"What'll we name him?" shouted the boys, delighted with their new friend. The dog ate bread and meat greedily and some of the scouts were so generous that they gave him most of their own rations. After his meal the dog ran to a pool nearby and drank heartily. This finished, he came back and, walking up to Will, gravely lifted up his right paw to shake hands. The scouts "swore him in" and the dog became a member of the Redbird patrol, under oath to relieve suffering, help others, to keep cool, and to do his duty at all hazard.

"He was tied under a hickory tree," said Bill, "so let's name him 'Hickory.'" This was unanimously agreed upon and the dog answered his name the first time. He appeared to like Bill the best and obeyed him promptly and with wagging tail and smiling mouth.

"He's big enough for Tony to ride," said one of the boys, admiring Hickory.



#### FIELD DAY FOR THE SCOUTS

The Eagle, Bear and Redbird Patrols Pay an Official Visit, Headed by Scoutmaster Manning, with Flags Flying and Trumpets Playing

"Every time our troop does the square thing," remarked Will, as the boys trudged along, "we get stronger."

"Yes," said Bill. "There was that fracas with Mac at the spring, with Red Joe, the farmer boys, and little Tony. They have all joined the scouts and have all helped us out of scrapes one way and another."

"I wonder what Hickory will do!" continued Will. "I'll wager my staff that he'll make good some way."

"He's already made good," declared Bill, as he stroked the head of the big dog, trotting contentedly by his side.

"I wish we could discover a raft," remarked one of the boys. "I liked the Tenderfoot and wish we could get another."

"Maybe we can discover one today," replied a comrade.

"How are you going to discover a boat on dry land?" shouted some of the boys in derision.

All forenoon the Redbirds trudged on, John advising a circular course which would bring them back to camp, making the second lap of the tour shorter than the first. They passed several villages and saw many kinds of work under way, on farms, in shops and factories. They discovered several small tributaries of their river, and one of them had quite a fall of water which the boys named "Baby Niagara;" and so it was designated on John's maps and became a landmark for the scouts of that region.

About eleven o'clock the boys came upon a big job of work, the construction of a railroad embankment. It seemed as if thousands of men were at work and hundreds of horses. There were tents, cook-shacks, tent stables, and scores of box-cars on a side-track where the workmen lived.

It was like discovering a great army and the boys were greatly interested. The Redbirds split into two bodies and Will took his squad and went one way, while Bill went with the other detachment. They determined to circle the job and to report when they met on the other side.



One of the "timekeepers" told Will that the workmen were mostly foreigners. "We have Italians, Hungarians, Greeks, Bulgarians, Macedonians, Japanese, Irishmen, Slavonians, and yesterday a small bunch of Hindus came in.

"Them East Indians ain't much good though," he added.

In the tents the boys discovered that there were foreign families, and that there were many boys of their own age playing about the great camp. Others were carrying water, picking up tools, and doing other work for the railway.

Tony had learned a great deal of English and at the camp of Italians he talked with a lot of boys. Of course Will and the others did not know what he was saying, but they saw the young Italians look at them in the most friendly fashion. They felt sure Tony was telling his young countrymen about the friendly scouts. Tony said the Italians wanted to join the scouts.

They discovered boys who could speak no English at all, who a few weeks before had never known anything about the United States. Their fathers, being courageous workingmen, had brought their families to this country, to improve their condition and make a home in the land of the free and the home of the brave.

Bill, with his friendly ways, made great headway with the foreigners. He found one truly remarkable young fellow. This lad, although but nineteen, was a student at the state university. He was interpreter for the railway job and was earning money with which to pay his expenses at college.

"He can speak almost all the languages there are," reported Bill, when the two squads met. "He has promised to go back to the camp with us. The boss gave him a half-day off."

Bill's new friend was introduced to the scouts. He said his name was Boris Tobivitch. "I have heard of the Scouts American," he said, politely. "I would see your camp at once. It is good to know."



On the way to the camp, Boris interested his new comrades. He was born in Russia. His father had been driven out of his native city by the cruel Russian officials and the secret police. All his younger days Boris had been a fugitive—now in Russia, now out of it. His father was a revolutionary, fighting for freedom in his native country. Once he was a college professor. Boris had learned almost all the European languages fairly well and could read, write and speak fluently eight of the best known tongues of the continent.

Will and the other Redbirds felt as if they had indeed made a capture, and were eager to get to camp and to show their friendly prisoner to Mr. Manning and the other scouts. Boris and Hickory appeared to like the scouts.

They were well pleased with the results of their exploration, the discovery of the big camp and the alliance with the young Russian revolutionary.



GOOD SCOUT TIMBER IN THE SOUTH



## AMBASSADOR TO THE CAMP

VISITOR FROM AFAR—OLD FRIENDS MEET—SCOUTS OF MANY  
TONGUES—INVITATION TO GO ABROAD.

WHEN the Redbirds came into camp, Hickory immediately became the center of interest.

"Where did you get him?" "What's his name?" "What are you going to do with him?" "Whose is he?" and other questions were asked from all sides.

Before the dog's story could be told, Will introduced Boris and Mr. Manning and they began talking.

As supper was prepared the explorers reported the day's adventures. Everyone was interested in the international camp on the railway, and plans were discussed for the entire troop (including the horse-scouts and the signal corps) to visit the work.

Just as the scouts were sitting down to supper, a young man made his appearance. Mr. Manning met him and the stranger introduced himself.

"I am Briggs, of the New York Chronicle," he said. "I was sent to find your camp and to write about the boys who saved the ship Speedwell. Is this the place?"

He was assured that he had found the wireless station.

"I was lost two days," he explained. "The message you sent was received in pieces and we made an error in reading it."

He was invited to sit down and have supper, and accepted, adjusting himself to the camp like the campaigner he was.

Just as he began to eat, he stopped and the boys saw him gazing at Boris. He spoke rapidly, in a tongue none of the scouts understood, and Boris looked up quickly. The Russian replied in the foreign language, and the two young men arose and embraced one another, as the custom is in some European countries. They seemed to forget the others and talked rapidly and earnestly.

Later the scouts learned that Briggs had been in Russia for two years as a newspaper correspondent, and had joined the revolutionary party of which Boris' father was a leader. They had become well acquainted and the newspaper man knew Boris as a boy.

Boris' father, it was learned, was then hiding in Europe and striving to reunite his forces for overthrowing the Russian despotism and the establishment of a republican government, like that of the United States.

After supper the scouts and the men talked until a late hour. Little Gene was brought into prominence by the splendid photographs he had made; and the newspaper man bought a score or more of them to be used in his account of the camp, its wireless apparatus, and the remarkable part these inland boys had taken in a shipwreck at sea.

"The owner of the Chronicle," said Briggs, "is greatly interested in the Scouts, and I expect to arrange with him to have Mr. Tobivitch give up his work with the railway company and

organize the foreign-born boys at the railway camp into scout patrols. The idea is to teach international brotherhood. I have seen war in Cuba, the Philippines, South Africa, Asia, Russia and was present when the Chinese Emperor gave up his throne. I want to tell you boys there is nothing in this war business. It kills off the best men and leaves the sneaks. It is a cowardly thing at best for one man to shoot another whom he has never seen and with whom he might be friendly."

The next day the visitors departed and the boys were filled with regret. The two young men had seen a great deal of the world and were most interesting to the scouts.

Within a week Mr. Tobivitch sent for the entire troop to visit the railway camp. Preparations were made and all hands, including Jim Hawkins and the horsemen, started at sun-up for the international rendezvous. Gene, the crippled photographer, was mounted behind Jim on the strong back of Duke.

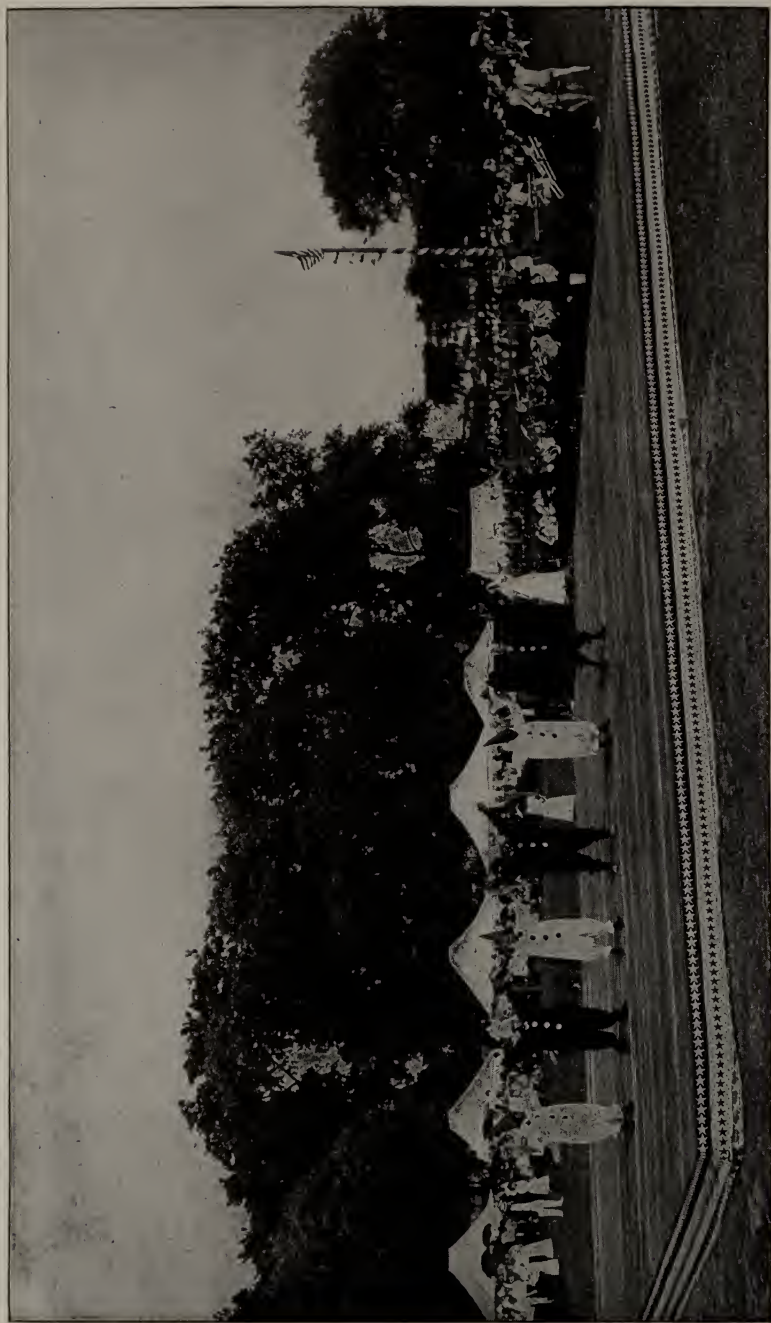
Hickory and King the goat were also taken along. Will agreed to remain at the camp to look after affairs there.

At the big railroad camp Boris was found with fifty boys gathered in a grove. He spoke to them in their various languages. The Japanese boys he could not address in their native language, but these bright little fellows had learned a great deal of English. Aided by the scouts, the foreign boys were organized into patrols. To each leader Mr. Tobivitch gave the scout law, written on a piece of board, the writing being in their various languages and in English. These boards were carried on leather straps and were to hang over the shoulder of each patrol leader.

It was great fun for all, and the scouts learned that foreign-born boys are just like those in this country, and some of them they discovered were even smarter than average American boys. They were more patient and more persevering in some things.

That was not the last international day in which the scouts participated. Boris enlisted the people of the adjacent town





AN INTERNATIONAL FIELD DAY  
Great Play Festival Participated in by the Boy Scouts and Their Friends and Neighbors

and the country around, and a great play festival was arranged. Most of the foreign campers had musical instruments, brought from their home countries, and some were excellent musicians.

News of the program spread far and wide and on the great day thousands were present. From the foreign camps had come musicians and gymnastic performers, and folk stories were dramatized. Flags of all nations, with the stars and stripes at the peak, were used to decorate the grove. Songs in foreign tongues were sung, choirs from churches in the city participated, and school-children gave their songs and marches.

Scouts of America, Hungary, Japan, Macedonia, Bulgaria, Italy, and Greece fraternized and worked together, directing the crowds. The boys gave exhibitions of firemaking without matches; first aid; resuscitation of drowning persons; rescue of persons from burning buildings; wigwagging, and wireless telegraphy, and Hickory and the goat went through a very clever performance the boys had taught them. They gave also a dramatization of "The Lion and the Lamb Lying Down Together," Hickory being the lion and King the lamb.

By this time the members of the Eagle, Redbird and Bear patrols had made friends among the foreigners and had learned many foreign words and phrases; Italian being the easiest, because some of the scouts had studied Latin at school. It was marvelous to know boys who had played around the ruins in Athens, or who had walked many times over the ground where the Battle of Marathon was fought.

Late in the afternoon a horse ran away. It was hitched to a two-seated buggy. It charged toward a lot of other horses and people, and a smash-up seemed inevitable.

Jim, the horseman, was in the course of the maddened animal. It was his custom to mount his own horse, Duke, by grasping the saddle and, giving his mount the word, jump on as the horse galloped. He thought this would be a good time

to try his little stunt on a runaway. As the horse approached, Jim began running. He raced with the horse and grabbed the backband. With a spring he vaulted upon the back of the animal. There he was perfectly at home. Gathering up the reins, he stood up on the shafts and brought the trembling animal to a standstill in short order.



#### FIRST AID FOR A COMRADE

Hickory, the Boy Scouts' Dog, Is Carefully Treated After Meeting  
With an Accident

Just before leaving the camp Hickory was injured. A horse stepped on his foot. The first-aid men went to work and the faithful dog was cared for as if he had been a human being. He could not walk and so the boys made a stretcher, and in spite of all advice to the contrary they carried him back to the camp that night.

An international swim was the feature of the next big day with the scouts, Boris bringing all the foreign boys to the scout swimming-hole.



It was now midsummer and the scouts were thinking about the end of their outing. Mr. Manning pointed out, however, that the end of the summer camp was not the end of their camping.

"A scout is a scout, even when he is asleep," he said. "This fall we must build our log-cabin and we can be here in the coldest weather. I always like winter camping better than any other."

This was a new idea and helped the boys contemplate the prospect of school without so much regret.

There was something else to happen, however, of great importance. One day Mr. Manning received a big official-looking envelope. He read it three or four times, and then placed it carefully in his pocket. Although curious to know what it said, the boys were too well trained in scoutcraft to ask questions about letters another person had received.

Just before turning in Mr. Manning called the entire troop together and read the letter. It was as follows:

"MR. MANNING, Scoutmaster.

"Dear Sir:—We know all about your troop and the service your wireless operators gave us the night our ship was beached in the storm.

"Many lives were in danger and we faced a pecuniary loss of thousands of dollars. As it turned out, a tug reached the ship and pulled it off the bar before it was broken by the waves. We are grateful and desire to express our appreciation.

"We desire a list of the boys in your troop and we invite the entire organization to go with the 'Speedwell' next June on its annual trip to the Mediterranean Sea, which will take eleven weeks. We should like to know if you accept the invitation. Please let us know by the first of the year, so that we may make arrangements for your party.

"THE WORLD STEAMSHIP AND TRANSPORTATION Co."



If the moon had come down and taken a seat at the campfire the boys would have been no more astonished. Of course they could not decide at once. Their parents had to be consulted first.

Mr. Manning dispatched a letter to the steamship company and thanked them.

"The Cruise of the World Scouts," is another story, too long for this volume. Of course the troop took its trip abroad and had many exciting adventures. They became more efficient in scoutcraft, and as they grew stronger they became better boys. It often was said of the scouts, "We are always glad to see them."

"A good scout," remarked Mr. Manning one day, "likes people and they like him."



IN THE LAND OF BANANAS



## TRAINING OF BOY SCOUTS

BY SIR FRANCIS VANE, BT., J. P., GENERAL SCOUTMASTER OF THE  
BRITISH BOY SCOUTS.

UP TO now we have been treating the child as a lunatic, and the feeling has been often reciprocated. The Scout movement means this,—that as the churches try to bring in the children when their brains are most receptive, so we are now getting the children to be good citizens, at the same age and by practical methods.

There are two fundamental principles which determine the whole question, and one secondary principle.

1. The child craves for adventure, color, experience. He does not get it usually, or when he gets it, it is by illicit means. All that he knows or sees of virtue is drab and colorless. He is tired of this thing.

2. The child is born into this world free from racial or class prejudice, and he only acquires these vices because we grown-ups are saturated with them.

Let us remember that a child's day is about four times longer than a man's. Half of this lengthy period (more than half of a man's week) is given up to forced study. He is a passive resister all the time. The remainder of his time is given over to himself, as a rule subconsciously a rebel. He courts excitement, adventure,—and he is told not to make a noise, or to go out and play some regulated game. He wants to be a knight-errant, but for lack of direction he more usually becomes a brigand. We in the Scout movement try to direct his energies to saving rather than to destroying. We know that the leader in the play hours is more really influential than the tyrant of the class, and we think it a pity that up to now no thought has been given to suggesting to the boy some playtime leader other than that obtained by happy chance.

Children know no distinctions, therefore I presume God did not intend that we should be divided—for as it has been said, “of such is the Kingdom of Heaven.” But we divide, we vulgarize, we degrade the children, until they become so prejudiced that only the fortunate among them, those who travel and see life, ever return to their natural point of outlook. Then you and I, by pain and suffering, have become “men of the world.” Why not let the youngsters be as they were made—children of the world—World Scouts.

Now the call of scouting appeals to every boy and girl, because of what has been said above. It is a universal call to the young of all races and therefore should be treated universally. I say this is a universal call because I am prepared to claim this for myself—that I know intimately more children of various races than any man of my age. For thirty years I have in many countries been a sort of Pied Piper, and always the little people have been with me—in a war. Therefore what has been put into our hands—this appealing cry for the young—must be treated universally or else it will be used

as all other "fraternal" principles have been used—for narrow ends. Scouting in many countries has already been used for narrow ends, because there has been no World Council to guide it.

To give a pertinent example:—In 1910 I raised Boy Scouts all over Italy, as an Italian division of the World Scouts. I presented them to the King, and in a long conversation I had with His Majesty before, I told him quite frankly I could have nothing to do with any Scouts except World Scouts, and asked the King to be patron and president of the Italian division of the World Scouts.

He accepted this office with enthusiasm, saying that it was just what we wanted—the young of all countries modeled on the lines of the old Catholic Knights of St. John and of the Temple. But as soon as I left Italy one branch of my World Knights, that of Genoa, under a certain Colonel, broke away and became the little village-pump soldiers whom we are all so accustomed to see—cadets or what not. It was a derogation of a great weal.

I am altogether tired of social or racial conflicts got up by interested men for their own purposes and by suasion getting the bulk of the people to fight for what they do not know, and to kill people whom in most cases they could have loved. And all the time starving out of existence the tender young of their own race by the expenditure which is part of modern warfare. Also, I think it wicked to allow little boys and girls to believe that physical warfare is inevitable.

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From the very first moment of his novitiate as a scout the boy is encouraged to observe and to deduce from observation. This is fundamental, of course, to all good scouting. You may notice two little men marching down the street, and their alertness may attract you. If you inquire what they are doing, you will find, perhaps, they have been sent to discover if



there are any cripples requiring assistance or any blind men needing guiding. Or it may be they are searching for fire alarms to report where they are, or for the police or ambulance stations. Or they may merely have been sent to observe any



SIR FRANCIS VANE, BART.

General Scoutmaster of the British Boy Scouts, Who  
Has Organized Scout Patrols in Many Countries

peculiarities in the street and to make a report on these, or for practice purposes the articles in the shop windows are to be noticed and reported on verbally. Everything is done with the object of sharpening the boy's intelligence, powers of observation, and sense of responsibility.

But the training is much wider than this, for, in fact, the

handicrafts, the arts and sciences are brought in to make him a good scout. To enable the scouting human boy to find his way at night, he is taught something of the mystic movements of the stars; to be a hunter he must know how to build huts, bridges, and even boats, to light fires and to cook; he learns of trees, of plants, of the birds and beasts of the field, and he studies field-sketching to enable him to report on the country.

Again, he is especially instructed in ambulance work, life-saving, fire-brigade work, and the way to stop runaway horses, for is he not a hunter to find means of helping others, a little knight-errant of to-day?

Then he is encouraged to learn history, for he must know what his predecessors, the knights and pioneers of past times, have done, to learn by their example. And always his eyes are kept busy and the little brain behind his eyes at work to direct his hands to works of usefulness.

As an auxiliary to education, it has this great advantage—it finds out what the boys' inclinations are. We all know that in our schools, with their classes composed of twenty to even sixty boys, it is almost impossible for the teacher to discover the individual tastes of each of the students. This discovers itself, as the French say, in scouting.

Then there is no system imposed by the authorities; it has been, on the contrary, adopted with enthusiasm by the boys themselves, a voluntary system of education in which the student co-operates with the teacher.

Now, therefore, we have a scheme, popular, unique, and religious, not a military scheme, but one of civil training; we have the boys ready to learn, but what we have not yet found are the leaders. We have a unique system and a unique opportunity of national improvement, and all that we require now is for the elders to come forward and help us to guide this great work. I most sincerely hope that all those who have done me the honor to read this article will go further, and study the system adopted by the World Peace Scouts.

Besides the excellent Scout training, which is moral, physical and mental, the central principle is unity based on the obvious fact that children are not born either racial fanatics or snobs, until we make them so, and the best way to counter this evil disposition of the grown-ups is by enrolling them in a world brotherhood, active, colored, and adventurous.

Moreover, to prevent this work derogating to particularist ends, militarism or what not, it will be necessary to have a world council to guide the work and this is one thing I am hoping to establish. I consider that your great Republic is the very place to plant this idea and though I have been preaching this doctrine on the other side for many years I know until we have it in the United States we cannot consider the thing established.

My experience in addressing, as I have, hundreds of boys' meetings of various races, goes to show that the very best antidote to the bellicose spirit is found in World Chivalry. I was going to say almost the only antidote, because there is no other one which gives a vent for the child's love of color and adventure.





## THE GIRLS' CLUB

BIRTH OF AN IDEA—GOOD TIMES FOR GIRLS AS WELL AS BOYS—  
ORGANIZATION OF THE CLUB—ITS OBJECTS AND PROGRAM.

IT was a glorious warm day in early spring, but as Ruth Crockett stepped on to the verandah where her young friend Edna Howland sat with book in front of her, she surprised a deep frown on Edna's face and a general air of dissatisfaction.

"Why, Edna Howland!" she exclaimed. "Whatever is the matter with you? You look as if you hadn't a friend in the whole world—and on such a beautiful day too!"

"I can't help it, Ruth," said Edna. "I've just been reading about some of the good times boys can have in their clubs and I got to thinking that we girls are not in it when it comes to having real fun. Just think what a splendid time the Boy Scouts have, for one thing, while we are tied up at home, with nothing to do but lessons, and chores, and sewing—just a lot of silly things with no fun in them at all. We certainly get the worst of it."



"Oh, I don't know," said Ruth cheerily. "I guess that if we wanted to, we could manage to have just as good times as the boys. Perhaps not the same kind of good times, because most girls don't like just the same things boys do, but good times of our own—doing the things we like and that will do us good."



STARTING THE GIRLS' CLUB

Ruth Crockett Suggests to Edna Howland That They Call on Mrs. Spencer for Help in Organizing

"Now, if we only could," said Edna, jumping to her feet and letting smiles take the place of her gloomy frown, "it would be a great thing for us girls. I know lots of us feel the same way that I do about it. But how can we manage to arrange things so as to get even with the boys?"

"Well, Edna," said the older girl, "you remember that when the Boy Scout patrols were organized in this town, the boys took the advice of Mr. Manning, the school teacher who had been a soldier, and you know how well they got along after that. I think we had better try to find some grown-up person to help us girls form some sort of a recreation society or club."

"That's a good idea," said Edna, "and I think I know somebody that would help us, and be glad to do it."

"Who is that?" inquired Ruth eagerly.

"Why, Mrs. Spencer, our new neighbor at the corner of the block. I was with my mother when she called on her the other day, and she told us about a whole lot of societies and clubs that she has belonged to. And, now that I come to think about it, I am sure she said something about a girls' club, and what a good thing it was for the girls in some town she used to live in."

"All right, Edna, I'll tell you what we'll do. Let's go right out and get some more of the girls and then go to see Mrs. Spencer and tell her we want her to help us and perhaps be the leader of our club, if she will, just as Mr. Manning is the leader of the Boy Scouts."

It was no sooner said than done. Out raced the two girls, after Edna's mother had been notified that they had a great plan on foot, and pretty soon an excited group of girl friends tripped through the gate of the Spencer home. Most of their mothers had called on the new neighbor and all appeared to have acquired a decided liking and respect for her.

A sudden hush and a feeling of embarrassment fell upon the group of girls as they stood upon the porch awaiting an answer to their ring at Mrs. Spencer's bell.

For the first time they realized the importance of their mission and wondered if they were doing the right thing, in choosing this comparative stranger as a guide and counselor. But they were not left long in suspense.

It was an hour or so after school had let out and a perfectly proper time for an afternoon call. Mrs. Spencer, becomingly gowned, answered the bell herself, and beamed a smile of cordial welcome upon the group of young girls. She was naturally a little bit surprised at such a visit in force, and a little curious as to its object, but recognizing several in the group and calling some of them by name, she bade them all a hearty welcome and invited them to enter.

"First of all, come in and make yourselves comfy, girls, and then you can tell me all about it, for I see you have something rather important on your minds." So saying, Mrs. Spencer led them into her neat and tastefully furnished parlor, where all speedily found seats.

Ruth Crockett had been chosen by the girls to speak for them and she lost no time in beginning.

"We hope you will excuse us, Mrs. Spencer," she said, "for rushing in on you like this, but we want to organize a girls' club, so that we can have some good times together, like the boys do in their Scout patrols, and we have been told that you know what girls have done in other towns, and so may be able to help us go about it right. If we are mistaken, we are sorry to have troubled you, and will just go away and forget it."

"Why, my dear girls, I am delighted with the idea that you have called on me for such a purpose. I am honored by your confidence and I believe I can help you as you wish." As Mrs. Spencer said this, all feelings of diffidence and embarrassment disappeared from the minds of her visitors, and she soon had them feeling perfectly at home and glad they had come. Then she continued:

"In my younger days I often felt as you do, girls, that the boys had a good deal the best of us in matters of recreation and especially in outdoor pleasures and amusements. And I have seen quite a number of girls' clubs organized to even up matters in this respect. When properly conducted these clubs have

been most successful and I believe you have the material here for a splendid club of the kind. Sometimes they are called Little Mothers' Clubs and aim principally at making their members good little mothers and clever housekeepers, but if you call your club simply **The Girls' Club**, it will be a suitable title for every purpose."



#### A POPULAR IDEA

Spreading the News of the Organization of  
the Girls' Club

This was carrying things forward with a rush, but it suited all the girls and Mrs. Spencer then taught them how to appoint a chairman and the gathering became a businesslike meeting. It was decided to organize the club and Ruth Crockett was elected president by the unanimous vote of the girls. Edna Howland was made secretary and Mrs. Spencer agreed to act as club leader and direct all their activities.

Before the girls left for their homes Mrs. Spencer gave them all a good idea of the things they might learn through the club and Edna wrote out a list of them as follows:



1. How to conduct meetings.
2. How to design and make dresses.
3. How to cook and keep house.
4. How to take care of a real baby.
5. How to entertain.
6. How to nurse the sick and give first aid to the injured.
7. How to play basket-ball and indoor baseball.
8. How to practice gymnastics.
9. How to make life happier and brighter for members of the club and all other persons.

It was agreed to hold meetings regularly every week, or oftener for special purposes, and to spend as much time as possible together in the open air. The girls also agreed to do some kindly act to others each day, as a token of their club spirit.

Mrs. Spencer suggested that all the girls should tell their parents at once about the new club and explain what they proposed to do, and get their full permission to belong.

"You must never let the club work or amusements interfere with your home duties," she told them. "The girl who attends to her home duties best will be the best member of the club. But we will all try to help one another—stick together, as the Boy Scouts do—and try to make life happier and more interesting for each one of us, and for all who know us."

And so, with great enthusiasm, the girls scattered to their homes, each member of the club feeling that a new source of brightness had come into their lives, and that in future they were going to have just as good times as the boys.





## A DAY IN THE OPEN

A GOOD START FOR THE CLUB—THE GIRLS' ENTHUSIASM—ADDITIONS TO MEMBERSHIP—THE BENEFITS OF EXERCISE—VISIT TO A FARM.

THE week that followed the fruitful visit to Mrs. Spencer was full of interest for the girls of the club, who saw each other every day and were never tired of discussing plans for the future.

They learned that their new leader, whose full name was Mrs. Emily B. Spencer, was a graduate of a modern woman's college, where she had studied the art of living right, of keeping healthy, and of helping others. She had learned the theory and practice of domestic science and of hygiene—the science of health, and was well qualified to be their leader. Besides this, she soon had the confidence of their parents, who recognized her ability to do helpful work among the girls.

Before the end of the week nearly twenty girls had joined the club. Several of these were sisters of boys who belonged

to Scout patrols—and they were the most enthusiastic of all. Among them were Grace Haskins, Jean Dunham, Helen Thompson, and the Hawkins sisters, Alice and Freda, who lived on a farm near the town and soon applied for membership when they heard about the club.

Mrs. Spencer knew the importance of keeping the girls interested, and during the week proposed that on the first Saturday, which was a holiday, the club should take what the boy scouts called a “hike” into the country.

“There is nothing like proper walking exercise to develop a girl’s strength and give her a graceful, upright carriage,” she said. “In all our cities and towns there are women and girls who find it a trying task to walk more than a block or two and think they must take a car or a carriage when it would do them all the good in the world to walk. They do not try to develop their bodies as Nature intended and from lack of exercise they gradually become weak and what is called anemic. They are pale and feeble. It is a burden to them even to walk upstairs and prolonged effort of any kind is impossible, because of the shortness of breath that always follows lack of bodily exercise. Then, too, their looks suffer and all you girls should know that. We all want to look our very best at all times and no girl can look her best unless she is in good health and strong through activity.

“So I propose,” continued Mrs. Spencer, “that we start off as a club next Saturday by taking a good long walk in the country—and we shall be sure to find plenty of things to interest and amuse us.”

The idea was eagerly welcomed by all the girls and they began to look forward to their first “hike” with deep interest. Of course, there were arrangements to be made and each girl agreed to carry her own lunch. Mrs. Spencer instructed them to take substantial sandwiches, or something equally satisfying, and not merely cake or cookies, reminding them that an unac-

customed walk in the fresh country air would give them all the appetites of hunters—or of boy scouts, which are equally keen and perhaps more so.

When the Hawkins girls heard of the proposed trip, they consulted with their mother and then invited the girls to stop for lunch at their farmhouse. But fearing that they might in-



THE COOK STOVE IN THE WOODS

Where the Members of the Girls' Club Spent Many Happy Hours  
in Healthful Recreation

convenience the kindly folk at the Hawkins home, the girls decided to take their luncheon at some chosen spot in the woods. They agreed, however, to call at the farmhouse in the afternoon and some of the town-girls were well pleased with this arrangement, because they wanted to see what life on a farm is really like.

Eight o'clock on Saturday morning found fifteen of the



girls assembled in Mrs. Spencer's front yard, ready for the "like." At their leader's suggestion stout shoes were worn by all and most of the girls were equipped with sweater coats and attractive woolen caps, for the morning was cool and bracing. Each had her package of lunch slung over her shoulder by means of a strap, so as to leave both hands free, and a few carried light walking canes which they had borrowed from fathers or brothers for the occasion.

"That's good, girls," said Mrs. Spencer when she saw these canes. "A cane can often be made useful on a long walk, especially if it has a crook at one end. You all know how useful a shepherd finds his crook, and a stick of some sort often gives relief in walking. The mountain climber must have his alpenstock and though we have no Alps around here to climb, I think we might adopt a light, strong crook-stick as part of our outdoor club outfit."

"That will be fine," said Ruth Crockett, gaily. "Then my brother won't be able to crow over me any more about his Boy Scout staff."

"And why shouldn't we carry canes?" said Emma Dunham. "It must be fashionable sometimes, because I have seen lots of pictures of great ladies with walking-sticks."

"Well, we will not carry them just on account of fashion, girls," remarked Mrs. Spencer dryly, "but because we expect to find them useful in emergencies."

The girls noticed that the popular leader was most suitably dressed for the outing in a close-fitting walking suit of light corduroy, short-skirted, with cap to match, and high-laced shoes that fully protected the ankles. Strapped over her shoulder was a light but capacious leather bag and a pair of flexible chamois leather gauntlets completed the appropriate and attractive costume.

"Now, if we are all ready, girls, we'll get started," said Mrs. Spencer, and instructing them to walk two-and-two and to pre-

serve a regular line of march, she mentioned the general direction in which they were to proceed and the girls filed quickly out of the gate, headed by Ruth Crockett, as president of the club, with Mrs. Spencer bringing up the rear, where she could keep an eye on the entire line. Edna Howland, the secretary, walked with Ruth, who set a brisk pace, and the line soon



THE STEPPING STONES

One of the Scenes of Natural Beauty Found by the Girls' Club  
on Its First "Hike"

cleared the streets of the town and entered upon a country road that led to a considerable patch of woods some four miles away.

At first all the girls stepped out strongly, with heads erect, and laughter ran down the ranks. Filled with the joy of young life, they felt the pleasure of a new experience and the charm of Nature at an hour when, on a holiday, they were generally still in bed.

The songs of the birds, the sight of the farmers at their spring work in the fields, the budding trees and fresh greenness of pasture and meadow, all conspired to add to their delight and every girl felt glad that she had joined the club and was going in for regular outdoor exercise.

But after the first mile or two had been covered, the pace began to tell upon some of the younger and weaker girls and gradually a hush fell upon the line. Little feet began to drag and the gaps between the pairs of walkers became less regular. Conversation ceased as thoughts began to turn to the distance yet to be covered before the woods were reached, and the change was soon noted by the leader.

"I think we had better stop and rest awhile, girls," said Mrs. Spencer, loudly enough to be heard all along the line. "Here is a good place to sit down, under the fence, and it is perfectly dry."

The girls, nearly all well pleased to halt for rest, soon seated themselves, and Ruth Crockett said with a laugh, "This shows that Mrs. Spencer was right when she said we are forgetting how to walk and how to climb stairs. I know I'm jolly glad to sit down."

"It will be wise for us to 'go slow' on this first trip, and not overdo it," counseled Mrs. Spencer. Although in the pink of physical condition herself, and able to walk ten miles or more without fatigue, she realized that her girl charges were not in training and that she must not expect too much from them.

"It is just as bad to overdo it, when taking exercise, as to do without it," she continued. "And so we will stop and rest frequently today. After awhile I expect to see every one of you able to walk several miles without tiring—and you will be much the better for it too.

"While we are resting I will just remind you that there are two things common to all mankind—walking and talking—and most people do both very badly. They walk badly and



their bodies grow bent and crooked, or they slouch along as if they had no pride in them. Our figures are largely what we make them, by our style of walking, our method of breathing, and the like. I recommend the study and practice of 'deep breathing' to all of you and also that you learn the best way to carry the body in walking. Any girl can illustrate what writers



#### A LITTLE HOUSEKEEPER

Domestic Work That May Seem Tiresome at Home Becomes Fun  
in the Woods

call the poetry of motion, if she will only take pains to walk correctly and secure grace of movement through exercise."

"That is something we would all like to do," said Grace. "And I'm sure the club will be a big success if it only teaches us to walk properly."

Mrs. Spencer then told them of the gymnastic exercises that might be taken by girls and women to improve their carriage



and figure, and said she would start them no such exercises in the following week.

"What did you mean, Mrs. Spencer, when you said that most people talk badly as well as walk badly?" asked one of the girls.

"I mean that most people are as careless in talking as they are in walking," replied the leader. "They use bad grammar and fill their speech with silly, meaningless slang—and seem to think it smart to do so, instead of trying to speak their own language correctly. Girls are almost as guilty as boys in this respect—but that is something I want to discuss soon at one of our meetings in town, so we will not say any more about it now. And if we all feel rested, suppose we make a fresh start for the woods."

All the girls jumped up as she spoke, refreshed by the brief rest and determined to make the woods at the next attempt. They had, so to speak, got their "second wind," as the athletes say.

Ruth Crockett was wise enough to set a somewhat slower pace this time and in due course the woods were reached. A clear, dry spot was selected and here the girls decided to establish their headquarters until after luncheon. Nearly all had brought along folding drinking-cups and two of the girls volunteered to get water and borrow some sort of kettle from a farmhouse about a quarter of a mile away, while others said it would be only fun to make a fire. Mrs. Spencer had thoughtfully provided matches, which she produced from her leather bag, together with enough beef cubes to make hot bouillon for all in the party. This insured the success of the luncheon and the little housekeeper in high glee set about making a fire to boil the kettle which the farmer's wife willingly lent them.

While the fire was being built and coaxed into action, some of the girls scattered in search of the violets and primroses of springtime. Mrs. Spencer permitted them to do this, but



## GETTING CLOSE TO NATURE

On a Country "Hike" Interesting Scenes Like This Are Found and Pleasant Surprises Are Frequent

warned them to keep in pairs and said no girl must on any account separate from her companion. She produced from her bag a small silver whistle, of shrill sound, and instructed the girls to return to the campfire as soon as they heard the whistle.

"These rules and instructions are for your own good, girls," said the prudent leader, "and I want you all to give the most cheerful and prompt obedience. And as the club lesson of to-day, just carry home with you the good thought and resolve, that perfect obedience to parents, teachers and leaders is the first duty of every member of the Girls' Club."

It was not long before the note of the silver whistle resounded through the woods, and the club reassembled around the little campfire, which had done its duty well, so that there

was a steaming cup of nourishing beef bouillon for each girl. It was an unexpected addition to the lunch and a very welcome treat, which testified to the kind and thoughtful nature of the chosen leader. Mrs. Spencer well knew how prone young girls are to carelessness in matters of diet and had resolved to make this a subject for club training in the near future.

Some of the girls had succeeded in finding small bunches of violets, while others had discovered a few straggling primulas. A neat bouquet was soon made up and lovingly pinned on Mrs. Spencer's corsage and then "all hands" sat down to lunch.

For a few brief minutes little was said, save in praise of the bouillon, but as the excellent appetites were satisfied, all the picnickers began to speak at once. There were expressions of delight at the club idea, at the weather, at the woods, at the jolly little fire, at the squirrels that shyly nosed around on the outskirts of the crowd, at the new leader, at the prospects of future activities—and finally at the Boy Scout movement that had suggested this girls' indoor and outdoor club. Mrs. Spencer sat smilingly, listening with deep satisfaction as the girls opened their hearts to one another, the ice completely broken and the true club spirit rapidly taking possession of each and every one.

At length she interposed in the conversation. "Now, girls, I think we had better be on our way. You know we have promised to call at the Hawkinses' farmhouse, and I want to get you all home before dark on your own two feet."

It took only a few minutes to get the party under way again. The fire was completely extinguished, at Mrs. Spencer's direction, with the remainder of the water, after the débris of the lunch had been burned, and the kettle was returned with thanks to the farmer's wife. Then a detour through the woods, led by Ruth Crockett, who was best acquainted with the lay of the land, brought them within sight of the Hawkins homestead, where they found Alice and Freda Hawkins, with their neighbor Annie Baldwin, waiting to bid them welcome and show them the wonders of the farm.



And here they spent a delightful hour. They saw the spotless dairy, with its big shining pans of milk and cream, and learned how churning was done and the butter put up for market. They inspected the barn and visited some frisky calves that had just begun to take an interest in life. They saw the stock in the pastures and admired the sleek horses and well-fed cattle. They fed the chickens and were delighted to discover eggs in the nests and others in out-of-the way places. They investigated the windmill and the pump, and roamed at will through the big farmhouse, finding a special delight in the big, clean kitchen, where Mrs. Hawkins regaled them with delicious products of her oven and whole pitchers full of the sweetest milk—and when they finally left it was with more friendly feelings for the girls of the farm and a cordial invitation from the Hawkinses to “come again.”

Faces were then set homeward, and after a sturdy tramp of three miles in the early dusk of the spring day, the Girls' Club ended its first successful outing where it began—at Mrs. Spencer's gate. Tired but happy, and with shining faces that were warmly welcomed at home, the girls separated, with kisses for their clever leader, and a parting injunction from her to let no day pass without doing some act of kindness to remind themselves and others of their membership in the Club.

This was the first, but by no means the last, picnic of the Girls' Club in the woods near town. Before the summer was very old they had discovered an old cookstove in another part of the wood, half a mile from their first campfire, and when this was thoroughly cleaned the little housekeepers prepared some more pretentious luncheons, for which their Boy Scout friends and brothers carried out the needed utensils and dishes, getting a share of the feast in return. And here cooking became a sport and even dishwashing was mingled with fun—and parents soon found that the work and associations of the Girls' Club made their daughters more useful at home, more willing to help in the



household work, more cheerful, more obliging—better and happier little women.

On one of their long walks, as the girls gradually became more accustomed to the strenuous exercise and traveled farther afield, they came across an old windmill of the Dutch style of architecture. They were greatly interested in it, and learned all about the working of such mills.

At another time they discovered a curious foot bridge suspended from wires stretched between large trees on either bank of a stream. They explored the river for miles in either direction and had great fun in crossing a riffle on stepping-stones. They learned to know many birds and animals that had been strange to them, and found a source of unfailing pleasure in learning the names of trees, plants, and flowers from their accomplished leader. Each trip unfolded new mysteries and delights of Nature and added to their store of knowledge.



A SOUTHERN GIRLS' CLUB MEMBER



## MOTHERS GET BUSY

GYMNASTIC TRAINING FOR THE GIRLS—A GIRLS' FIELD DAY—  
THE MOTHERS' CLUB ORGANIZED—FIRST AID TO THE IN-  
JURED—A CLASS IN SHOPPING AND DRESSMAKING.

**D**URING the following week Mrs. Spencer called the girls in to see her one at a time. She had taken a gymnastic and physical culture course at college, and believed that every girl and every woman should have a strong, graceful body as a fitting habitation for a fine mind and true womanly character.

The girls were glad to fill out cards indicating their physical condition. Some were found to stoop in their shoulders, which restricts the lungs and tends to make one unhealthy. Others had ungraceful manners and many lacked altogether the proper physical development possible for girls of their age.

It was soon learned that Mrs. Spencer had a great deal of scientific medical knowledge, having studied physiology and medical subjects. For this reason the girls and their mothers gave her their full confidence and she became most influential

with her young friends. Each girl was given certain individual instructions as to exercises, deep breathing, how to walk, how to rest, and how to maintain a serene mind.

"I have heard how the boy scouts are trained to be cool," said Mrs. Spencer to the girls. "That will be a good thing for them, but a girl or a woman has greater need for a cool mind than have boys or men. We often have more difficult work to do and more depends upon our manners. I believe the greatest thing in the world for girls is to stop worrying or fretting. Doctors have discovered that the women who do not worry nor fret have the best health, a happier life, and make others happier."

She asked each girl to see how many times in one week she could suppress the irritable expression and keep all worry out of her own mind. Many of the girls found that the new plan was a great success. They discovered that their brothers were calmed by their altered behavior, and that even their mothers were kinder. An immediate effect was perceived in every household represented in the new Girls' Club and the girls discovered a new power which smoothed out many hitherto disagreeable places in their lives.

In the rear of Mrs. Spencer's home was a pleasant garden. As soon as the weather became settled, the club leader formed a gymnastic class and frequently the girls were entertained in the garden, where they were taught pleasing and effective exercises. Sometimes they used wands and sometimes scarves to make the movements more effective.

Then, a month before school was to close for the term, Mrs. Spencer and the girls of the club made plans for a field day, just for the girls of the school. Members of the club became teachers and many groups were formed. There were to be running races, tugs of war, Maypole ceremonies, folk story dramatizations, singing, and marches. All the girls were delighted. In practising running, some of them gained such speed

that they were certain they could defeat many of the boys of their class.

Finally the great day arrived. The spring sun was bright, the leaves had just come out, and the day was a beautiful one. Tents had been erected on the school ground and many flags floated to the breeze. The girls of the club, aided by others, had made banners and the race courses were marked by pretty flags in the colors of the various classes.

Because they had been organized and had learned how to manage, the club girls were in complete charge of the arrange-



#### CALISTHENIC EXERCISES

Class Instruction Designed to Improve the Carriage and Secure  
Gracefulness of Motion

ments, and the teachers praised them highly. Each tent was the headquarters of some committee, with a girl in charge who knew all about the details of the field day. In this way all confusion was avoided and the program was carried out pleasantly. The club girls gave their wand and scarf drills, the Boy Scout band supplying music for these events.

After the program had been given, all the mothers and



teachers present met and talked over plans for the further organization of the girls. Mrs. Spencer, who had made a special study of this new idea, spoke to the mothers and teachers and told about the club she had already organized and which had just successfully managed the first girls' field day the school had ever held.

"Teachers have so much to do," she said, "that they cannot do this extra work. It must be done by the mothers." As a result a Mothers' Club was organized and plans made to meet once a week at the schoolhouse. Thus Mrs. Spencer brought about both the Mothers' Club and the Girls' or Little Mothers' Club.

Just as the meeting adjourned an alarm was given. A six-year-old boy had climbed up in a tree and had fallen down. He cried aloud in agony. Women ran to him, but none knew what to do. A physician was sent for, but before he arrived Mrs. Spencer and members of the Girls' Club reached the little boy. Mrs. Spencer picked up the child. Her girls were proud of her when they saw how confidently she took the little boy and examined him. She discovered that he had a sprained ankle, and gave him first aid. Two club girls then formed a seat by crossing their hands and the little fellow was carried to a neighboring house, where a physician found him shortly afterward, his pain having been greatly eased by the expert work of Mrs. Spencer.

As they walked home Mrs. Spencer told the girls about first aid to the injured and how every girl can learn methods to relieve pain in an emergency. "It does no good to simply feel sympathy for an injured person," she said. "All of us should know what to do when people are hurt. We have all heard how Dick Crockett, the boy scout, saved a man from bleeding to death. If he had not been taught first aid, the man would have died, because none of the men present knew what to do. Girls can be just as useful and we must take up the study of first aid, if young girls want to learn how to help others who are in pain."

The girls were eager to learn first aid and a class was organized. They learned these methods with greater ease than did the boy scouts, because for centuries women have had to take care of the sick and wounded and they instinctively like to help in this way.

Mrs. Spencer's class gave an exhibition after school was out, the guests being a company of physicians. All the doctors praised the girls and told them that they would find these methods of great use all their lives.

But the best idea suggested by Mrs. Spencer was for her reception. "I intend to give a big reception," she told the girls. "All your mothers will be invited and a great many other good people. I want you to help me manage everything and you girls must be here on the afternoon and evening of the reception. It will be your reception as well as mine and your names will be on the invitations."

It was three weeks before the day of the party that Mrs. Spencer mentioned her plans to the girls. They at once began planning. "First we must have new gowns," their beloved leader said. "It is getting warm and we can make our own dresses."

All the mothers were pleased with the idea and many suggestions were considered by the club at Mrs. Spencer's home. First, a complete color scheme was adopted and then it was determined that the girls' dresses should harmonize with this scheme and with one another.

Just at this time a friend arrived to spend a month with Mrs. Spencer and this lady proved to be a perfectly wonderful person. She had been to college and had traveled in Europe with Mrs. Spencer a few years before. Her name was Mrs. Sanford, and she had made a special study of domestic science and also of designing. She entered upon the work of preparation for the reception with energy and enthusiasm.

One day, after the girls had decided upon the color and

materials for their reception gowns, Mrs. Sanford took the entire club on a shopping tour. She knew everything about materials and prices and what amount would be needed. She surprised the girls by taking them directly to the proprietor of the biggest store in town.

"We intend to buy material for dresses for each of these young women," she told the astonished merchant, who rubbed



AT THE RIVER BEND

A Springtime Scene That Delighted the Girls from Town  
on Their Health-giving Jaunt

his hands together and smiled a welcome. "We would like to have a special price and we want the very best materials."

This was a new way of shopping. Mrs. Sanford knew the names of all kinds of dress goods, domestic and imported, and samples of many kinds were shown to her. She submitted them

to the girls, who in spite of some embarrassment considered the different samples intelligently.

They had not observed a well-dressed man who stood near, apparently waiting for the merchant. He overheard the conversation and after all the samples had been examined, he asked the merchant if he might speak to him.

The two men walked away a short distance and held an animated conversation, figuring on a pad of paper and waving their hands in a most amazing way. Finally they returned, the stranger carrying a case such as traveling salesmen take with them on their trips.

He drew from its depths a dozen samples, which he showed to Mrs. Sanford. She passed them on to the girls, who were charmed with the beautiful fabrics and their texture. It was material made abroad and the salesman proposed to sell it at a price which the girls said would suit them and the money they had for this purpose.

It was all arranged with dispatch. The goods were shipped from the wholesale house on telegraphic orders and were delivered in two days.

Mrs. Spencer's house became a veritable beehive immediately. Mrs. Sanford made sketches and colored them to show just how different styles would appear. She used the fashion magazines for suggestions, but they all were in favor of something original. In the talks some of the girls showed surprising originality and good taste and their ideas were adopted and worked into the designs and patterns.

Measurements were taken and the cutting began. With skilled hand Mrs. Sanford cut out the goods, each girl taking advantage of the opportunity to learn all she could about such an interesting and important work.

"My father had five daughters," said Mrs. Sanford. "He could have engaged professional dressmakers to make all our clothing, for he was a rich man, but he said that every woman



should know how to make her own clothing and so all of us learned to sew, to cut, to design, and to judge and buy materials.

"We have since found our training most useful. It has been a pleasure to us and we have aided many less fortunate women."

Each girl took her material, all cut and ready for sewing, and hastened home. Aided by their mothers and by one another, they made rapid and satisfactory headway with their dressmaking.

It was great fun and the mothers were surprised at what their small daughters had done under the skillful coaching of Mrs. Spencer and her guest. Similar methods were used in the decorations and in preparing the refreshments.

Every detail was planned and all preparations were made. Each girl of the club had learned so many things that everyone felt sure she could manage a reception at her own home. They all waited eagerly for the great day of the reception.



THE OLD DUTCH WINDMILL



## A CLUB RECEPTION

NOTABLE GATHERING OF TOWNSPEOPLE AT MRS. SPENCER'S—  
PRAISE FOR THE CLUB—MANY NEW MEMBERS—A TALK ON  
COMPLEXIONS—CARE OF THE HANDS.

IT seemed as if almost all the town turned out on the evening of Mrs. Spencer's reception, which had been set for a Friday, because the next day was a holiday and the girls who were to assist might sleep late after their evening's social pleasure.

The Spencer residence was prettily decorated for the occasion and brilliantly lighted. The local patrols of Boy Scouts turned out unexpectedly in honor of the popular hostess and girls' club leader, and lined up on each side of the walk across the front lawn from gate to porch, so that the guests in approaching Mrs. Spencer's hospitable door passed between the ranks of the Scouts. All appreciated this compliment on the part of the boys, who had thus volunteered to act as a guard of honor. With their neat uniforms, staves, United States flags and signal flags, the patrols made a brave show and their lead-



A GYMNASTIC CLASS

Desirable Freedom and Grace of Movement Are Taught by  
Exercises Like These

ers received many congratulations from the leading citizens of the town.

Most of the prominent and influential residents were there and many others who made no pretension to high rank in the social scale. In sending out her invitations Mrs. Spencer had simply in mind the welfare of the girls of the community and the interests of her beloved Girls' Club. This reception had been planned as one of her methods of making parents familiar with the good work of the Club, and it proved a big success.

The mayor and his wife were among the first arrivals. Mrs. Spencer and Mrs. Sanford, her friend, had taken up their positions in the front parlor, to receive the guests, with most of the girls of the Club standing in a line behind them. Other members of the Club had been detailed to look after the comfort of

the arriving guests, the removal of their wraps, and showing them to the cloakrooms on an upper floor.

As Mayor Crockett, father of the Girls' Club president, approached the hostess to pay his respects, he warmly shook the hand which she smilingly extended to him and said:

"I am delighted to be here, Mrs. Spencer, and I wish to tell you how deeply we all appreciate what you have done and are doing for our girls. I hear from my daughter Ruth all about your Club proceedings and I know you are making better girls, better little mothers and housekeepers, of them all. The town is truly grateful to you and we all say, God bless you and preserve you to us."

"Oh, thank you, Mr. Crockett," said the Club leader, the suspicion of a tear glistening in her bright eyes. "To have our work appreciated so heartily and so soon is almost more than I expected. Our Club is young yet, but we hope to grow until it takes in all the girls who are eligible to join."



AN OLD-FASHIONED EXERCISE



"Well, good luck to you," said the mayor, as he passed on and made way for newcomers.

This was only the first of many congratulations and warm expressions of thanks showered upon the hostess during the evening. The work and prospects of the Girls' Club formed the principal topic of conversation among the guests and each young member found herself called upon to answer all sorts of inquiries about it.

When all the guests had arrived and had duly greeted Mrs. Spencer, most of them passed out on to the verandah to witness a complimentary drill by the Boy Scouts. After this the Scouts were served with lemonade and cake by the members of the Club, all of whom looked charming in the pretty evening dresses they had made under Mrs. Sanford's direction. Then the boys cheerily marched away, the guests returned indoors, and the delightful evening's entertainment carefully planned by the accomplished hostess was begun.

Soft, low music, furnished by a string orchestra, partly hidden in a corner of the rooms by palms, gave the guests their first surprise, for no one had ever heard the like in that town before. But Mrs. Spencer possessed the happy faculty of discovering hidden talent and had unearthed a string quartette of young townsmen who had been practicing together for a long while but had not until now performed in public or at any social function. And they proved to be musicians indeed!

Soon everybody was comfortably seated and felt at home. The real cordiality of the welcome, the absence of any undue straining after so-called fashionable effects, the true, undiluted hospitality that made itself felt, and the helpful presence of the girls of the Club, all contributed to the success of the evening. The girls had been taught to see to the comfort of their elders and did so to the great satisfaction of Mrs. Spencer and the wonder of several of the mothers present, who had begun to believe that Young America had lost all reverence for age.

"This Girls' Club idea is a grand thing," said one of the guests to her nearest neighbor, "if it makes the girls respect and consider the feelings of their mothers and all older women. I was beginning to think that our daughters consider themselves superior beings. They have been acting that way for some time past."

"It was high time to do something," agreed the other lady. "And if the Girls' Clubs will only do for our little daughters



IN THE GIRLS' "GYM"

The Basket-ball Team of the Girls' Club—A Healthy, Happy Crowd

what the Boy Scout movement is doing for our boys, we shall have every reason to bless such people as this Mrs. Spencer, who are helping to solve one of our greatest problems in child retaining. Just look at the happy faces of these girls passing the refreshments. Why a few months ago they would have thought it a burden and a nuisance to wait upon their elders.

They wanted to flock by themselves all the time. Now they seem proud of the chance to wait on us."

And so it was. The girls, inspired by a spirit of hospitality and feeling that the reception was in part their own affair, proved themselves to be splendid little assistant hostesses and Mrs. Spencer had every reason to be proud of the conduct of her little friends of the Club during the evening.

The refreshments passed by the girls had been carefully prepared. There were sandwiches of lettuce, nuts and club cheese, a fruit punch, lemonade, ice-cream and sweet biscuits—everything daintily and prettily served, without ostentation or undue effort.

Several of the girls played and sang and Ruth Crockett recited a clever story of a woman's suffrage meeting, which put the ladies in high good humor and made the men look thoughtful. Then in a lull of the conversation, which had been animated all the evening, Mayor Crockett arose and requested Mrs. Spencer to give those present some idea of her plans for the Girls' Club and again thanked her, on behalf of the town, for what she had already accomplished.

"I did not ask you here to listen to a speech from me," said the charming hostess, slowly rising from her seat, "but Mr. Crockett has been so kind and helpful that I will say just this—that I hope before long the Girls' Club movement will extend all over our broad country and help to make better women, better mothers, better housekeepers, in all classes of the community."

It was late when the last guest recrossed the threshold of the Spencer home. The last to leave were the girls of the Club, and the brilliant leader was well and truly kissed goodnight before they departed.

"It has been a most delightful evening and a great success," said Ruth Crockett, "and I think many more girls will want to join the Club after this."



"Their mothers will want them to join," said Alice Hawkins, who had come in from her farm home for the evening and was going to stay with Ruth over night.

And so it proved! The fame of the Girls' Club was firmly established by the successful reception and the next week saw a large increase in the membership.

Next day was the regular Saturday meeting of the Club and the girls met at Mrs. Spencer's in the afternoon to help put her house in order. This did not take long, for many hands make light work, and when the work was done, the girls assembled on the verandah, the day being bright and warm, and Mrs. Spencer, according to her custom, gave them an instructive and interesting talk.

"Today I am going to tell you what a very beautiful and popular American woman, the wife of one of our great publishers, has to say about the complexion," said Mrs. Spencer. "A good complexion is one of the greatest charms in woman or girl. It is an indication of health, and a splendid passport everywhere." She then read to the Club the following interesting statement by the American beauty:



A GIRLS' CLUB PICNIC

Where the Little Hostesses Successfully Entertain  
Their Parents and Friends



"We have heard so much about the gloriously beautiful complexions of English women that I have made it a study to find out to just what they attributed that condition of skin and health. The answer has formed itself into three letters—TEA.

"I have lived in England a year at a time, and I go abroad almost every summer. Knowing many English people, I naturally visit their homes, and, being observant, I have learned much about their mode of living and habits.

"I visited a friend who has a beautiful home on the River Thames at Bourne End. We always took her launch and went up or down the river in the afternoon, stopping at some inn for tea, at Henley, Windsor, or Marlow, just wherever we happened to be at the tea hour, 4 o'clock. The afternoon tea is as much a part of the English daily duty as the breakfast and dinner. Every business house and office in the city serves tea at 4 o'clock. No matter what important conference may be going on, tea is brought in at the stroke of 4.

"I made it my business to find out how much tea was consumed both in England and America comparatively. And I learned that England consumes over seven pounds of tea per capita a year, as against slightly less than one pound per capita in the United States. That is, the English-grown India tea, which is used almost exclusively over there.

"The real tea drinkers do not overdo the tea drinking, but drink it only three times a day—at breakfast, luncheon, and at 4 or 5 o'clock. And they make their tea in rather a scientific manner.

"The English tea lady warms her teapot (always made of china) and puts in one heaping teaspoonful of tea to each pint of water. But she puts her tea in the pot first with one lump of sugar and pours over it just enough cold water to cover the tea, leaving it to stand and draw while the water is boiling. When the water is boiling fiercely she takes the kettle away from the fire, holds it a moment to let it settle, then fills up the

teapot and does not let it stand one minute, but pours out the tea immediately. Thin cream and a little sugar are added by real tea drinkers, although it is delicious without either. In the cold countries like Russia and Sweden rum is used instead of cream, but I think that it is only used as an excuse for a drink of liquor.

"A cracker or a slice of bread or toast should always be eaten with a cup of tea. The theory of that is, should any impurities exist in the tea they would cling to the food in the stomach and digest instead of clinging to the lining of the stomach.

"I have found in my many years of experience that nothing rests and refreshes me after working hard more than a fresh made cup of India tea with cream and sugar.

"One inveterate tea drinker of my acquaintance is one of New York's ablest lawyers. That wonderful man, a scholar, a lawyer, writer, and statesman, always takes his cup of tea for a bracer and stimulant when in the company of clever men and women, where he desires to be clear headed and keen in intellect. He never takes a drink of wine unless he happens to be in the company of fools and imbeciles—he then is obliged to drink wine to keep on a level with them, or leave their presence.

"Remember: Tea stimulates but laughs to scorn the inebriate."

When Mrs. Spencer had finished reading this theory of the beautiful American, she said: "I do not altogether agree with this idea. To my mind it is not so much the tea-drinking that helps the complexions of the English women as the fact that they rest and relax for a certain time each day, and so conserve their health. Then too they take more outdoor exercise than American women as a rule, but this is something we are going to change through the Girls' Clubs. We are going to take plenty of outdoor exercise after this and are going to make the



## USEFUL OCCUPATION

Preparing a Dress for Girls' Club  
Reception

famed English complexions grow in America." And all the girls applauded this idea.

When questions were called for, as usual, after Mrs. Spencer had concluded, Grace Haskins inquired how she could keep her hands in good condition. "I have to do a good many chores around the house," she said, "and I find it awfully hard to keep my hands presentable."

"When one does housework," replied Mrs. Spencer, "it is hard to keep the hands in good condition unless they are protected. The hands should always be protected by gloves of

some sort. When the hands are in water rubber gloves should be worn. When doing light work, such as sweeping or dusting, or anything where the hands get soiled, loose fitting kid or cloth gloves should be worn.

"When your hands are sore do not wash them in water, as this will only make them worse. Cleanse them with olive oil or cold cream. Before retiring cover the hands with sweet almond oil and put on an old pair of loose-fitting kid gloves to protect the bed linen. This oil is healing and in the morning your hands will be smooth and soft."

The Club then adjourned, in eager anticipation of the next meeting, which was to be of very special interest.



## LITTLE MOTHERS

PRACTICAL LESSONS IN CARE OF THE BABY—THE SCIENTIFIC  
—ARRANGEMENT OF THE NURSERY—RULES FOR SLEEPING.

ALL the girls of the Club were on tiptoe with expectation when the Saturday arrived when they were to have their first lesson in the care of a real live baby. Some of them had passed the doll stage of girl life, but all fondly remembered the love they had lavished on their imitation babies, and now looked forward with delight, as "little mothers," to learning how to handle the real live article.

At 10 o'clock on the appointed day, the girls assembled at Ruth Crockett's house, where the parlors were large enough to hold them all. Ruth's baby sister was soon brought in, in its mother's arms. The baby, a fine healthy child, cooed with delight as its eyes roamed over the smiling faces, and finally rested upon its bath tub, covered with a spotless white cloth, in the center of the group. This baby had been properly taught to enjoy its bath and took to the water like a little duck.



Mrs. Spencer and Mrs. Crockett had arranged for the exhibition bath and while the mother proceeded to bathe the child



THE SUBJECT OF THE BATH  
Baby Crockett's Smile Indicates Its  
Lack of Fear

according to the most approved methods Mrs. Spencer described the proper methods and gave the reasons for using them. She also gave them much valuable advice, quoted from great physicians and others, as follows:

“Health is the condition free from pain, and normal condition of the body. No one can be healthy who does not keep himself clean.

“Hygiene is the science of health, and to have healthy people we must begin with the baby.

“Before we bathe the baby we should have all the things ready. Then see if the water is not too warm. We try it by putting our elbow in; if we can stand it, it's all right for baby. Then put in towels so the baby's body does not touch the bottom of the bath tub. First of all we wash its head and hands, then its eyes with a different piece of cotton for each eye, then its feet and body. After we have washed it well, then we take the baby out and put it on the blankets.

“We dry it by patting gently, not rubbing roughly. After it is dried we dress the baby. We put on the band, shirt, stockings, etc. The baby should wear light clothes in summer and warm clothes in winter.



## A MORNING BATH

The Wise Mother Makes This a Pleasure to Be Looked Forward to and Welcomed by the Child

“Unless there is some contrary indication the baby must have its daily bath, but it must be given in such a manner that it will be pleasant for both the mother and the child. It is too often the case that the bath time is a trial and is looked forward to with dread.

“To prevent the fear of the bath, rough and sudden plunging of the child into the water should be carefully avoided. Fear which has been acquired in any way may sometimes be overcome by putting the child into an empty tub and gradually adding water, increasing the amount from day to day.

“The bath should be given with tenderness and soothing kindness and without rough handling. By persuasion, care and a playful, gentle tone of voice, the water will soon produce no fear, but be a source of amusement and joy.

"The bath should be given as nearly as possible at the same hour every day, but never immediately after eating. An hour, at least, should elapse after taking food.



#### LESSONS FROM TOYS

Play is the Business of Childhood and Should Be  
Wisely Directed by the Parent

"The water for the bath should be soft and free from sediment. Turbid water must be filtered. As the temperature of the bath is very important, a bath thermometer is almost indispensable. The tube is cased in wood to prevent breaking and also to prevent the instrument from sinking.

"In the absence of a thermometer the warmth of the water may be judged by the bared elbow—a much more delicate means than the use of the hand. The temperature of the water should, at first, be 100 F.

After a few weeks the temperature may be gradually lowered to 95° and after six months it may be from 90° to 95° in winter and from 80° to 85° in summer.

"The bath should be given quickly. The duration of the immersion should be, at first, one or two minutes, and later about five minutes.

"Some physicians forbid the use of soap in the infant's bath, but if it be of undoubted purity, and contain no free alkali, there is no objection to its moderate use. The kind known as 'best white Castile,' prepared from olive oil, is perhaps, as good as any.



A LITTLE GARDENER

Among Nature's Products, Herself the Prettiest  
of Them All

"In regard to powdering the child after the bath, the theory is that the drying should be so perfect that powder is not needed. In practice, however, it is difficult to obtain the perfect dryness, or to appreciate the failure until the production of chafing and fissures of the skin shows that there has been a fault in this respect.

"It is therefore a useful plan, after using the towel as thoroughly as possible, to

powder the folds of the skin, as around the neck, about the ears, in the armpits and groins, and behind the knees.

"The powder used should be of the simplest kind, such as finely powdered starch or lycopodium, or still better, talc. It is best to avoid various scented powders on the market, since they may contain impurities.

"Sometimes a little vaseline or cold cream may be applied with advantage instead of powder. This is especially true if the creases in the skin appear to be somewhat too dry.

"The face should be washed first and then the head, so that any impurities from the rest of the body do not get in the eyes. While these parts are being washed the body should be kept covered with a light flannel blanket.





IN THE CITY PARK

Organized Play for Little Tots Under the Expert Direction of Teachers Who Realize Its Importance

"Two sponges should be used for bathing—one for the face and head, and the other for the body and the extremities. A soft flannel washrag is very useful for the baby's bath. It readily takes soap and can be rubbed over the skin without danger of injury.

"Both sponges and washrag must be used exclusively for the baby and never employed for any other purpose than bathing.

They must be thoroughly cleaned and dried every time they are used.

"The towels should be of fine, soft material, be dry and warm when used, and be perfectly clean before they are applied to the body of the child.

"If these rules are closely followed," concluded Mrs. Spencer, "the baby's bath will be a source of health and pleasure to the child."

After the baby's bath was over, and the youngest Miss Crockett, warm and snug and smiling, had been carried from the room to enjoy its regular sound beauty sleep, Mrs. Spencer proceeded to tell the girls how a child's nursery should be kept and also the rules for infants' sleeping. Again quoting the best modern authorities on the care of children, she said:

"The situation, size, general arrangement and furnishing of



BAREFOOT ON THE BEACH

Where Boys and Girls of All Ages Learn to  
Enjoy Themselves and Gain Health



## SUNSHINE AND TAN

Where the Ruddy Glow of Perfect and Wholesome Childhood is Obtained  
During the Summer

a nursery will necessarily vary according to the circumstances of the parents; we shall therefore consider only those conditions which are the most essential.

“The baby’s room should be bright, sunny, dry and with a southern exposure. Pure, fresh air is a matter of the highest importance if the good health of the child is to be maintained. No class of diseases is, perhaps, more directly influenced by the conditions of the air as to purity than digestive troubles—from simple diarrhoea to the dreaded cholera infantum,” says a well-known physician.

“The room ought to have as much air space as possible and there should be at least one thousand cubic feet to each individual occupying it. A constant and abundant supply of pure air must be secured and care must be taken to avoid draughts. In addition the room should be thoroughly aired at least once



a day by opening wide the windows when the child is absent, taking care that the room is well warmed before he enters it again.

"The temperature should range from 68° to 72° F. in the day time and from 64° to 68° F. at night. The room should be provided with a thermometer hung in some position where it records mean temperature; not too close to the source of heat nor near windows where it may be unduly chilled.

"Not only should there be an abundant supply of pure air in the nursery but the air should be kept pure by attention to the following points: Tobacco-smoking should not be allowed in the baby's room. It is well to remember that the burning of gas or kerosene rapidly spoils air for breathing. A large lamp or gas burner vitiates the air to the same extent as the breathing of four or five persons.

"Soiled napkins, etc., should be promptly removed. Diapers and clothing must never be dried in the room which the child occupies, for independent of the dampness thereby induced, the odor given off is intensely unwholesome and offensive.

"The furniture of the nursery should be plain and simple; carved wood and thick upholstery are receptacles for dust. The floor, if possible, should be of hard, closely joined wood. Movable rugs are far preferable to carpets, as they permit more frequent and thorough cleaning both of the carpeting and the floor.

"Painted walls are better than those covered with paper hangings. It is desirable that the room should be free from plumbing of any sort.

"The bed or crib must be so situated as to be out of the way of draughts. The bed proper should be a hair mattress protected by a rubber cloth placed beneath a double sheet. A bed must never be made up directly upon the child's leaving it in the morning, but the mattress should be well shaken up and the bed coverings fully exposed to the air for an hour or more.



"Be sure that the room has regained its normal temperature and that the bed clothing is free from all dampness before the child is allowed to occupy it. Should there be any stationary washstand in the room, it must be kept perfectly clean and never used as a slop sink."

With regard to sleeping, Mrs. Spencer said:

"A new-born baby will sleep eighteen or twenty hours out of the twenty-four but as he grows older he sleeps less and less. When he is a year old he will sleep fifteen or sixteen hours per day. Regularity in sleeping hours is as important as regularity in feeding.

"A well-known doctor gives the following rules: From birth to the end of the sixth or eighth month the infant must sleep from 11 P. M. to 5 A. M. and as many hours during the day as nature demands and the exigencies of the nursery permit. This does not mean that the baby is not to be put to bed until nearly midnight; on the contrary, he should practically settle for the night at six or seven o'clock, but the last feeding should be at eleven o'clock. After this he must rest undisturbed until the early morning, when he should be fed and put to sleep again.

"From eight months to two and a half years, a morning nap should be taken, say from 12 M. to 1:30 or 2 P. M., the child being undressed and put to bed. Occasionally an afternoon nap for half an hour or more seems necessary, though, as a rule, sleep at night is more undisturbed and refreshing if this be omitted.

"As soon as thoroughly awake the child must be taken up, washed, dressed and fed. This is the only way to cultivate the habit of early rising, which promotes both bodily and mental welfare, and of all habits is the most conducive to a long and healthy life.

"By early rising it is not meant that the child shall be aroused from a sound sleep by a rough voice or hand at a certain fixed



## MORNING PLAY

The Instincts of the Healthy Child Lead Him to Start His Games  
Early in the Day

hour in winter and an earlier one in summer, simply for the whim of a fad-ridden and overprompt parent. Quite the reverse! Let the child wake of his own accord, for he will do so—whether it be late or early—after he has had enough sleep; and if he must get up at a certain hour, never fix it before 7 A. M.

“Make the rousing process as gentle and as gradual as possible. Sudden rousing excites the brain, quickens the pulsation of the heart, and if repeated, may lead to serious consequences.

“Do not get the baby in the habit of being rocked or walked to sleep. To walk the floor night after night, or to be obliged to sit up with a healthy child and sing it to sleep, is a form of martyrdom entirely uncalled for. Provided one is sure that the baby is not sick, it should be put to bed and not taken up again to induce it to sleep, and the mother should avoid sitting in the room unless she wishes to be obliged to sit there every evening.

"If the little one never knows any other way than this of being put to sleep, there will usually be no difficulty in the matter after it has once learned its lesson; but to begin the training and not persistently continue it is a fatal yielding of which the child will be sure to take advantage.

"Conversation or a bright light should never be permitted in the bedroom after the child has settled to rest.

"It is best for the baby to lie on one side; then if a little milk comes up it will not choke him. After he has slept for some time on one side it rests him to be turned over on the other.

"We should never throw the baby over our shoulder and carry it like a sack of flour. Don't lay the baby face downwards across the knee, because it causes headaches. Don't rock the baby to sleep, either in the night or in the day; just put it to bed and let it fall asleep of its own accord. Don't jog the baby up and down; it wants to be treated with all gentleness."

At the end of Mrs. Spencer's plain and useful talk, the girls were invited to ask questions, but all were quiet and thoughtful, trying to remember the many valuable things they had heard. And when the club was dismissed, all the "little mothers" went home convinced that they had spent one of the most interesting and profitable mornings of their lives.

"Next week," said Mrs. Spencer before they separated, "we will have something to say about economical housekeeping and our own bodily health and comfort."



## LITTLE HOUSEKEEPERS

A MEETING IN THE CLUB LEADER'S KITCHEN—PROPER PREPARATION OF ORDINARY DISHES—THE MILLIONAIRE WHO LONGED FOR A MUTTON STEW—HIGH AND LOW COST OF LIVING—A WEEK'S ECONOMICAL MEALS FOR TWO.

ON the following Saturday the Girls' Club gathered at the home of Mrs. Spencer, their leader, early in the morning. Each girl had been instructed to bring with her a large kitchen apron and as soon as hats and wraps had been removed, the aprons were donned and all crowded into the neat and well-arranged kitchen.

Then for the next three hours all sorts of homely dishes were concocted and cooked, according to a plan and program carefully considered by Mrs. Spencer in advance. She permitted the girls to do all the actual work, but directed each move and showed them how everything should be done.





A LITTLE HOUSEKEEPER  
One of the Girls' Club Members In Her  
Reception Gown

First of all she showed them how coffee is properly made and taught them how to preserve the full flavor and aroma of the coffee by just the right amount of boiling.

"Many a home has been broken up through poor or ignorant cooking," said Mrs. Spencer, "and it will pay every girl to learn how to cook the simple things properly. Lots of people don't think it worth while to bother about such things as making a good cup of coffee—but what a difference it makes in our feelings after breakfast. A cup of wishy-washy coffee or one that has been over-boiled and is there-

fore robbed of its flavor is very likely to make the members of the family irritable and so they begin the day wrong. Experience will soon show you just the proper amount of coffee to use—say a heaping tablespoonful for each person. Place it in the coffee-pot with cold water and allow the water to come to a boil.

As soon as it boils remove it from the fire and stand it aside for a few minutes—not longer—to settle. Then pour and serve at once, with good fresh cream and sugar. Good coffee should make a rich golden brown with cream—not a blackish mixture.”

Then the girls made toast and were instructed to make it brown, not black, and crisp, not hard. They boiled, fried, poached and scrambled eggs, and had no difficulty in making



A CLASS IN COOKERY

Homes Are Made Happier and Health is Conserved by the Study  
of Domestic Science

away with their products as fast as they were cooked. Next Mrs. Spencer explained the vast difference between broiling and frying beefsteak and warned them against the excessive use of the frying-pan. She told them how savory and nourishing stews may be made at small cost, by using the cheaper cuts of beef, veal, lamb and mutton, and said that millionaires often pine in vain for the homely dishes of their childhood.

"That is an actual fact, girls," said Mrs. Spencer. "When I lived in Chicago I heard of a millionaire, with a mansion on the famous Lake Shore Drive, who called at a meat market one day and introduced himself. The market man had never seen him, although the gentleman had been one of his best customers for years. A housekeeper had done all the buying, generally by telephone, and the bills had been settled by monthly checks. 'What I want,' said the millionaire, 'is to get you to send us the



A NEAT DINING-ROOM

Careful and Attractive Arrangement of the Table is Taught to  
Girls' Club Members

makings for an old-fashioned mutton stew. I can't get my people to give me that sort of a dinner, but I have grown desperate and mean to have it for once anyhow, even if they all resign and walk out!

"Many boys and girls often seem to grow tired of the good, nutritious dishes on the home table—but after a few years of boarding-house or restaurant fare, they would give almost anything for a stew or a pudding 'like mother used to make.'"

All the girls seemed to know how to make fudges and they had shared in many a "candy-pull," so candy-making was not included in the class program for the day, but Mrs. Spencer showed them how to make a chocolate cake and all made notes of the recipe and procedure, as well as of the other things they had seen and learned. Edna Howland, as secretary of the Club, was especially busy making notes for the Club record, which was regularly and faithfully kept.

"Before you go, girls," said Mrs. Spencer as the hour of noon approached and the Club prepared to disperse, "I want to read to you a valuable letter from an old housekeeper who has been much impressed with what people call the present high cost of living."

The Club members then gathered about their leader in her cozy living-room, and listened attentively to the following letter:

"TO YOUNG HOUSEKEEPERS:

"I assume that you are one of a young couple—only two in family, and that you wish to live as economically as possible. Here is a plan for a week's meals at low cost that is at least worth trying, and I think you will find it work out all right.

"Allow 20 cents daily for meat. You can then, by planning, get a vegetable to use with the meat or fish. For Sunday a small top rump or undercut of round, say for 30 or 35 cents; then get carrots and tomatoes, when cheap. Make a pot roast or beef à la mode. This should make two dinners, Monday and Tuesday.

"Make a change for Monday by having the shoulder chops, say 15 cents' worth. Then have the meat left from Sunday made into a tempting dish for Wednesday.

"Try also a small steak (sirloin, flatbone), costing about 18 cents a pound. Use parsley and lemon with a small bit of butter. It makes a very savory dish.



"A skirt steak, which costs about 10 cents a pound, would in winter make a nice meat pie. A slice of codfish, nicely broiled, would again leave you sufficient money to get a vegetable, say a can of tomatoes.

"For Saturday a kidney stew is very nice. Then plan thus:

Meat .....	\$1.40
Tea, coffee, or cocoa .....	.35
Butter .....	.40
Potatoes .....	.20
Seven pounds flour .....	.31
Yeast .....	.04
Seven pints milk .....	.28
Grapefruit, oranges, etc.....	.35
Three pounds of sugar .....	.21
A cordial .....	.13
One pound of lard .....	.15
One pound of suet .....	.10
Baking powder .....	.10
<hr/>	
Total .....	\$4.02

"If you bake your own bread, save every scrap. You may come out even and have variety. The can of baking powder will serve two weeks, and maybe you will use only half the quantity of sugar. Take the top of the milk for coffee.

"Change off for Sunday by getting a piece of roast pork or boiled pork with cabbage. With the quantity of flour you may afford hot biscuit or scones for Sunday tea. As you have it, use part of the suet for meat pudding, and with the pennies saved here, get a bag of salt, and a can of pepper, or a pound of rice.

"It will take brains and perseverance, but it can be done. Why not attend some of the free cooking classes which are attached to many of our schools, in the evening?



## ANOTHER CLASS IN COOKERY

Young Housekeepers Attired to Receive Their Weekly Lesson in  
Making Home Happy

"I hope, however, that the husband's wages will increase, as it is very trying to live so closely all the time. I have been through it all and have felt a wild desire to launch out into extravagance and let tomorrow take care of itself. Do you know that now that I have ample to keep house with I never can bear to waste a scrap or buy without calculating? I think the present high prices will be the means of bringing many housewives to a realization of their duties.

"I have kept house nearly fifty years and brought up a large family. I think I can truly say that a baker's loaf in three months would be as much as we ever bought. Delicatessen stores and bakeries get most of the cash in some cases. Make a business of your housekeeping and you will succeed.

"OLD HOUSEKEEPER."



## DOMESTIC SCIENTISTS

The Study of Housekeeping and Home Economy is an Important Feature of  
Modern Education

"I will not pass any opinion upon this estimate," said Mrs. Spencer. "The frank good-will of the writer is evident throughout the letter and I wish all young housewives and little housekeepers would consider the communication candidly and carefully."

After this the Club adjourned, to meet the following week at the schoolhouse. It was announced that Dr. Sterling, the young physician, who had taught first aid to the local Boy Scouts, would be at the school to teach the girls something about nursing and the care of a sick-room.



## LITTLE NURSES

INSTRUCTION IN THE CARE OF THE SICK—DR. STERLING'S  
PRACTICAL TALK—A MODEL SICKROOM—NURSING A NATU-  
RAL CAREER FOR WOMEN.

WHEN the girls assembled at the schoolhouse on the following Saturday morning, they found several Boy Scouts awaiting their coming. These boys had been fully instructed in first aid to the injured by their friend Dr. Sterling, and had come to help the doctor instruct the girls in this useful and interesting art. Each boy was equipped with a regulation scout's supply of bandages and before Dr. Sterling arrived their neat outfits for first aid were carefully examined and duly admired by the girls.

Dick Crockett took a great deal of pride in illustrating the use of an improvised "*tourniquet*." He showed the girls how, by binding a handkerchief about a limb and then twisting a stick in it, a scout could stop bleeding from a cut or wound in a leg or arm. The boys also illustrated the use of their staves



and coats to form a stretcher, and were truly glad to pass on the first-aid information they had gained as scouts.

Mrs. Spencer, the club leader, arrived at the schoolhouse while the boys were thus usefully engaged and thanked the scouts for their kindly and gentlemanly aid. Then Dr. Sterling drove up to the school and the club was called to order by President Ruth Crockett. Mrs. Spencer introduced the young physician and after he had illustrated with his boy scout friends some of the best methods of bandaging in cases of emergency, he said that most women were born nurses, and gave the girls a very interesting and practical talk on nursing and the care of the sickroom.

"I am going to give you the results of actual experience," said the doctor. "Nursing is a science and these are some of its principles, as they are taught by the leading instructors of nurses in this country.

"Whenever it is possible to choose which room in the house shall be occupied by a sick person, the first and most important considerations are sunshine and fresh air, and for this reason a corner room at the southwest of the house is usually the best.

"If the patient is easily disturbed by the unavoidable noises of the household, it may be well to choose a room at the top of the house; but if it is possible to keep the house quiet, it is best not to have the patient higher than the second floor on account of the difficulty of carrying the numerous articles needed in the sick-room up and down many flights of stairs.

"It is a great mistake to keep the sick-room darkened unless the brain or eyes are affected, for sunshine is quite as necessary as medicine in the cure of almost all diseases.

"If every one would remember that sunshine and fresh air are next in importance to wholesome food in keeping persons well and strong, and are absolutely necessary to help sick persons get well, there would be much less serious sickness, and very few headaches.

"If the patient is likely to be sick for a long time or is suffering from any contagious disease, it is best to take out of the room all unnecessary furniture, carpets, hangings, etc. Not only is it much easier for the nurse to take proper care of the room thus arranged, but it is far better for the patient. If there is any brain trouble it is especially necessary to take all pictures out of the room.

"Every sick-room should have a bed, sofa, easy chair, two tables and such other furniture as may be convenient and necessary. A single bed about thirty-two inches high, when made up, is best, because the nurse can reach the patient from all sides, and need not bend over as much as is necessary in working over a low bed.

"All unnecessary wear and tear should be avoided both for the nurse and the members of the family, as they can do far more for the patient's comfort when they are in good condition than when worn out by unnecessary exertion.

"It is a great mistake for the nurse to keep her clothes on all night; take them off, if only for an hour. If it is necessary to use a low bed, have a cushion on the floor and kneel on it, instead of standing and bending over. Or a low bed can be raised by putting blocks of wood under the castors, or by putting on an extra spring bed or an extra mattress taken from some other bed.

"In regard to the care of the sick-room, the questions of ventilation and heating are all important. The importance of breathing plenty of fresh air cannot be too strongly emphasized. When we breathe air into our lungs, we absorb from it the oxygen which is the part necessary to keep us alive, and in the air which we breathe out from our lungs there is a poisonous substance called carbonic acid gas. There are also many other impurities given off into the air by our bodies. For this reason we find that it is necessary to have a constant supply of fresh air coming into our rooms, or we shall be

breathing again and again the same impurities which have come from our bodies, and without getting the necessary amount of oxygen.

“This constant supply of fresh air is needed both by day and by night if we are to be strong and well, and the larger the number of people in the room, the greater should be the fresh supply. The idea that the night air is harmful and should be shut out is entirely false, for although it is more damp and cool than while the sun is shining, it is made of the same gases, and is quite as pure as the air we breathe in the daytime.

“Unless the air comes directly from over some cesspool or decaying substance, a window should always be open in every occupied room, both day and night, or there must be some other means of ventilation. If every one would sleep with a window open one or two inches from the top, there would be far fewer headaches, better appetites, and general good health.

“For those who are sick it is even more important to have a constant supply of fresh air than it is for those who are well, and indeed, however good the doctor may be, if the nurse does not arrange for a constant supply of this, it will be very difficult for the patient to recover.

“Of course, there should never be a current of air blowing directly upon the patient, but this can easily be avoided by placing a screen so as to direct the draught away from the bed. A shawl or blanket pinned over a clothes horse will make a very useful screen for this purpose, if no other is at hand.

“If it is possible to have an unused room opening into the sick-room, in which the windows are kept open and where the fresh air can be warmed in cold weather, before being admitted to the patient’s room, and an open fire kept burning in the sick-room day and night, we have a very perfect kind of ventilation. In this way, fresh air can come in through the open door between the rooms and the bad air will be carried

up the chimney, as air which is heated is lighter than cold air, and always rises.

"In the summer time, a lighted candle or lamp should be placed in the fireplace to heat the air and make a current to carry the bad air up the chimney. Stoves which are tightly closed do not make the air better, but rather worse, as they



A MODEL SICKROOM

Note the Absence of Crowding Furniture and the Neatness  
of All Arrangements

exhaust the oxygen and make little or no current of air from the room up the chimney as is the case with an open fireplace.

"Cool air being heavier than warm air, it is best to have cool air come into the room as high up as possible, and the current of warm air should be started upward from near the floor so that all the air in the room may, as far as possible, be constantly changed. This may be done by raising the window about six inches and filling up the space at the bottom with a pillow, or better, with a board cut to fit the width of the window frame.



"If enough air is not admitted between the sashes, a few small auger holes may be bored in the board at intervals of four or five inches. In this way the chief current of air being directed upward between the sashes, there will not be a perceptible draught through the room.

"We must remember that cold air is not always fresh air, but on the contrary may be quite as impure as the air that is warm.

"The sick-room should always be kept as warm as the doctor has ordered it to be, and whether this may be above seventy degrees Fahrenheit, or below sixty degrees, there should always be a constant supply of fresh air.

"Lamps as well as people exhaust the oxygen from the air, and when an extra lamp or an additional person is to be for any length of time in the room, there should be a greater supply of fresh air.

"If the room is heated by an air-tight stove or by a furnace, a little dish of water should be kept near or on the register or stove, as the air is apt to get too dry when only the very dry heat is used.

"Under no circumstances should a room ever seem close and stuffy to a person coming into it, and if it does, steps should be at once taken to air it thoroughly, for there is nothing worse for a patient and no greater reproach to a nurse than to have a room continually close. So many persons are accustomed to breathing impure air that they do not think it a matter of any importance to try to avoid it.

"At least once a day, the patient should be thoroughly covered up, head and all, and the windows opened wide for a few moments, unless the outside air is very cold. Care should be taken not to remove the extra covers until the room has become thoroughly warm again.

"By whatever means a room is heated, it should be kept at the same temperature, usually sixty-five degrees Fahrenheit,

both day and night. Special care should be taken to have the sick-room warm between one and six A. M., and an extra blanket should then be added, as the vital forces are at their lowest between these hours.

“The sick-room should be kept scrupulously clean. Dust harbors disease and germs of every description and should not be tolerated. But it is worse than useless to go around with a feather duster or dry dust cloth, which simply dis-



#### GRADUATE NURSES

Many Young Women Take a Course in a Hospital to Fit Them  
For Home Nursing

lodges the dust and scatters it through the air to be breathed into the patient's lungs. The proper way is to take a damp cloth and wipe the dust off carefully.

“The floor may be wiped up in the same way if the carpet has been taken up. If not a damp cloth can be tied around the broom and the floor swept with that. This will not sweep the carpet thoroughly, of course, but it is better to leave the dust in the carpet than to raise a cloud of it in the air.

“In cases of bronchitis or pneumonia with coughing, it is best not to dust or brush the floor at all, to avoid making the patient cough.

“Keep medicine bottles out of sight of the patient and do not let dishes in which food has been served, empty glasses, spoons, etc., remain in the room.

“Keep the room always neat and tidy. Fresh flowers in the room do not harm at all, in fact are a good thing, provided the water is kept fresh and they are removed as soon as they begin to wilt. Healthy growing plants are good also, as they throw off oxygen and consume the poisonous carbonic acid gas and thus help purify the air. No food of any kind should be kept in the sick-room.

“Now I will tell you something about the duties of the nurse.

“It is very much better that one person should assume the charge of the patient and that the labor of nursing should be systematized, as far as possible, from the beginning.

“If there are several members of the family ready to share in the care of the sick-room, it is much better for both patient and nurse, that they should relieve each other in turn and not that two or three should be fussing about the room at the same time. When a person is very sick, the fewer people there are about, the better.

“Do not ask questions of a sick person. Don’t fuss or nag.

“Whoever assumes the responsibility of nursing should write down carefully all the doctor’s directions. Nothing important should be left to uncertain memory, so that there should never be any doubt or discussion afterwards as to just what the doctor did say.

“Never be afraid or ashamed to ask the doctor any questions about the care of the patient, in even the simplest matters. Doctors are always ready and glad to answer any questions relating to your duties and the comfort and welfare of the

patient, and if there is anything you do not feel sure about, or do not know how to do, ask the doctor. Do not ask him questions about his treatment or what he thinks is going to happen, which he might not be able or willing to answer. That part is not your business and you do not help matters by asking, but all instructions concerning the nursing of the patient you should understand clearly.

“Follow the doctor’s directions exactly and conscientiously. You do not know the dangers or the effect of the medicines, or what may be the consequences of any imprudent actions, and it is your duty to both patient and doctor to follow the latter’s instructions exactly and give his treatment a fair chance.

“If the doctor says the patient must not get out of bed, do not let her get out of bed on any account; and if the doctor has forbidden solid food, do not let any wish on the patient’s part induce you to disobey his orders. You may think there is no harm in something the doctor has forbidden, or there is no use in restraining the patient to the extent he has directed, but you know nothing of the complications that may result from any imprudence, and you are taking a very grave responsibility in following your own ideas in disobedience to the doctor’s order.

“Give all medicines very accurately, and never give any home remedies or patent medicines while you are giving the doctor’s prescription, as they may have a very bad effect together. It is a good plan to put a piece of paper on the bottle with the amount of the dose and the hour at which it is to be given written on it, and then, every time you give the medicine draw a line through the hour at which you have given it. Then there is never any doubt as to whether the medicine was given at that time or not, and if a new nurse takes your place she can tell at once when the next dose is due.

“If you forget the medicine at one time do not give a



double dose the next time to make up, and if the directions say every hour or every two hours, do not give it just when you happen to think of it, but be very careful to give it on time.

“Do not make any unnecessary noise in a sick-room and anything that may make the patient nervous. Do not sit on the edge of the bed. Do not rock; do not read a newspaper, as the rustling of the paper is very trying, and if you read a book, turn the leaves quietly.

“Do not stand at the foot of the bed.

“Do not wear squeaky shoes, nor click knitting needles nor make any such continuous noises, which are irritating to enfeebled nerves.

“Never whisper. Speak in a quiet, natural tone. Nothing should be said in a sick-room that the patient is not to hear; go outside the door if you wish to consult on anything.

“Explain any sudden noise or the patient’s mind will dwell on it for some time afterward.

“Do not let any unpleasant happenings or bad news be told her. Keep her as cheerful and tranquil as possible; remember the longer she is sick the feebler the mind and nerves become.

“If you do not like to tell her friends they cannot see the invalid, ask the doctor and get his authority to support you.

“While you are nursing it is very necessary for you to care for your own health. Have your meals regularly, but never have them in the sick-room; it is too fatiguing to the patient and may lessen her appetite.

“Be careful to keep yourself looking neat. The hands should be frequently washed in warm water and soap, and the nails cut short and well scrubbed with a nail brush.

“Never wake a patient at night to give medicine, unless the doctor has expressly told you to do so. Be very careful not to waken a patient by sudden noises, especially at night.

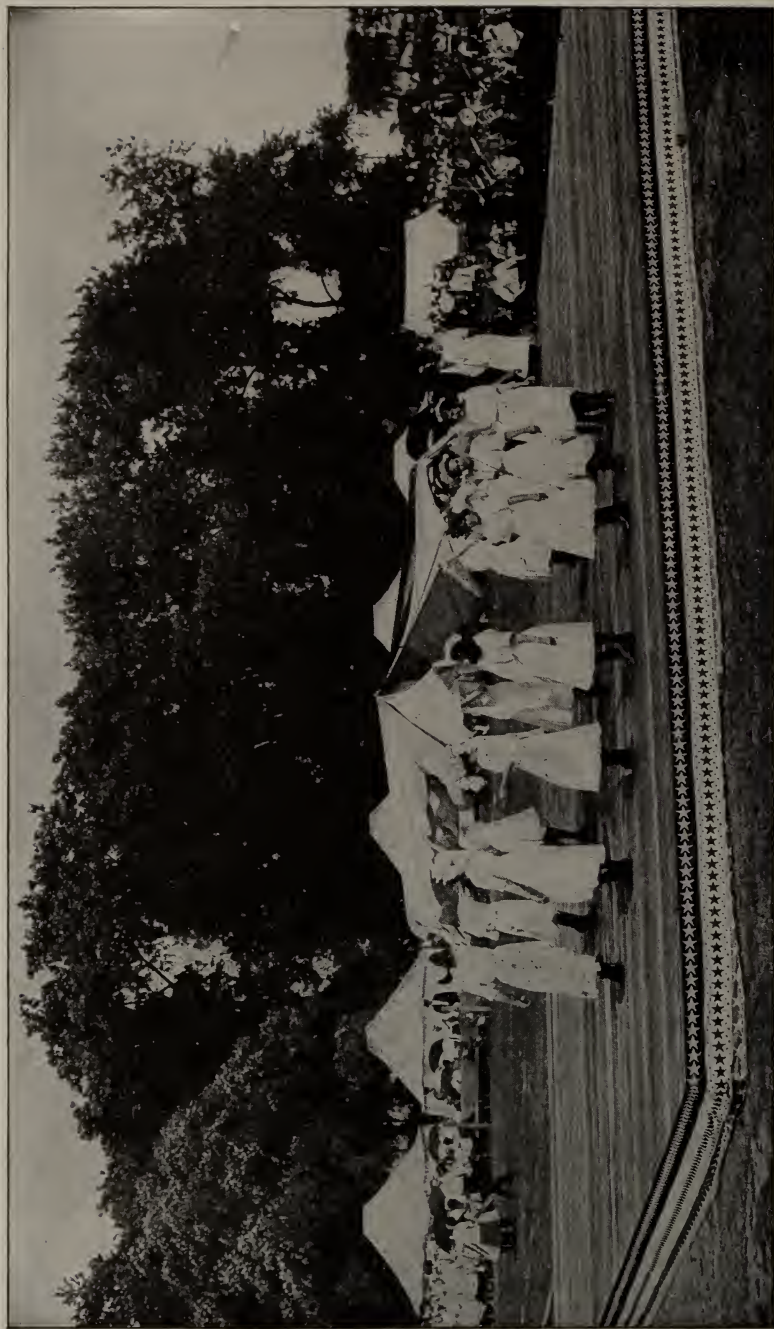
To replenish a coal fire without noise, put a couple of quarts of coal into a paper bag, or into a paper and tie it up. Make several of these during the day, and lay them on the fire as needed."

With several other useful hints like these, Dr. Sterling concluded his talk to the girls and Mrs. Spencer then voiced their warm thanks to him for his presence and aid to the club.

Dick Crockett then sprang a little surprise. On behalf of the Eagle Patrol of the Boy Scouts he invited the Girls' Club to join them in their next week's "hike" into the country, saying that they had chosen as their destination a lake about seven miles from town, where they had friends, and that the Scouts could promise the girls all kinds of aquatic pleasures when they reached the lake.

The invitation was cordially accepted by Mrs. Spencer on behalf of the girls and plans were made for an early start to the lake on the following Saturday.





### A FOLK-LORE FESTIVAL

This is a Sample of the Out-door Entertainments Held in Many Public Parks.  
Thousands and Thousands of People Avail  
Themselves of These Outings



## A JOINT HIKE

THE GIRLS' CLUB AS GUESTS OF THE BOY SCOUTS—A PLEASANT JAUNT TO A NEARBY LAKE—BOATING, SAILING, AND SWIMMING—CAUGHT BY THE BOOM—CHIVALRY IS NOT DEAD.

AT 7 o'clock on the next Saturday morning, Tony, the Italian trumpeter of the Boy Scouts, sounded an army "assembly" call as he pranced toward the rendezvous at the schoolhouse. You may be sure that every member of the Scouts' patrol was present on time, and there was a full turnout of the Girls' Club too. Mr. Manning, the scoutmaster, and Mrs. Spencer, the club leader, with two or three other invited grown-ups, arrived promptly, and the adult friends had brought along a surrey with a good team of horses, so that if any of the girls suffered from fatigue they might be taken aboard and proceed in comfort. Some of the party had brought along heavy wraps and waterproofs, in case of unfavorable weather, and these were piled in the commodious carriage before starting, as the morning was bright and warm.



Pretty soon the march to the lake was started. In the lead went Dick Crockett and Mr. Manning, with several musician scouts, who beguiled the way with frequent exhibitions of their skill on the bugle.



#### THE JOY OF SAILING

When a Boy Owns His Own Boat His Happiness is Complete, Especially  
if He Has Built It

“There is nothing more inspiring on a march than a bugle band,” said Mrs. Spencer to the girls nearest her, as they all fell in behind the leading scouts, while the rest of the boys and the sally brought up the rear. “Music makes the way seem short and we should be specially grateful to our friends the Scouts for their pleasant aid.”

The destination of the young marchers was a beautiful lake resort. a little farther from town than they were accus-



## SCOUTS AS MERMEN

When a Boy Has Learned to Swim His Possibilities of Summer Pleasure  
Are Increased Tenfold

tomed to go on their country hikes. Around this lake were several summer cottages and camps, now occupied by families with whom some of the boys and girls were well acquainted. One of these was the Haskins family, who had a very pleasant and roomy cottage on a picturesque point jutting into the lake, and it had been arranged that the merry party of boys and girls should make this summer home of Grace Haskins their headquarters for the day. This was a very nice and suitable arrangement, for while Grace was a popular member of the Girls' Club, her young brother Harry had recently joined the Eagle Patrol and gave every promise of becoming a first-class scout.

Besides this, the Haskins cottage was a well-equipped summer home. Swings and hammocks were hung invitingly in the front yard. A long, narrow pier extended into the lake in front of the cottage and when the boys and girls arrived

they were delighted to find several sailboats and a good big launch moored to the pier, and awaiting their coming.

"Oh, this is great!" said Dave Crockett when he saw the water craft. "Last year we had only our old raft, the Tender-foot, that was wrecked, but now it begins to look as if we could go sailing in shipshape fashion."



#### NO ROOM FOR ALL

The Captain Is Embarrassed When All the Party Desire to Crowd  
Aboard His Craft

It was a little after 9 o'clock when the party arrived at the lake and were cordially welcomed by Mr. and Mrs. Haskins and their friends Grace and Harry. The walk from town, aided by the music of the buglers, had been rapidly accomplished, and while a few of the smaller girls had been given occasional "lifts" in the surrey, most had enjoyed the walk. The Scouts of course thought nothing of the distance, and, like the little gentlemen they had been trained to be,



they had helped the girls over all the rough and tiresome places in the road.



OUT FOR A SAIL

The Young Skipper Knows No Greater Pleasure  
Than Taking His Friends Along

When Mr. Manning, Mrs. Spencer, and the other adults of the party had greeted their host and hostess, and milk and doughnuts had been freely passed, the scoutmaster assembled the entire party in the front yard and warned them all to be very careful in the use of the boats that had been provided by Mr. Haskins and his summer neighbors for their benefit. The larger boys, who had learned to swim and had had some experience in handling boats, were placed in charge of the fleet. Then for several

hours the boys and girls from town gave themselves over to the special delights of the lake. There were several rowboats as well as the little sailing craft, and many adventurous voyages of several hundred yards were undertaken by youngsters to whom it was an entirely new experience.

The launch, with its marvelous little engine, delighted everybody. Harry Haskins, as engineer, was in his element,



and took a special pride in explaining the engine to his fellow scouts, while the girls admired the neat and trim appearance of the boat.

"This is a steel boat," said Harry, as he turned over the flywheel and started the engine with his first load. "And it won't sink even if it filled with water, because it has airtight compartments under the decks at the bow and stern that will keep it afloat. The engine is nearly six horse power, and I have been running it alone all summer. It carries the boat along at a speed of nine miles an hour."

"But where do you keep your coal, Harry?" asked one of the boys. "Where is your fire? I see the steam coming out behind the launch, but I don't see how you make it."

"What you see is the exhaust," said Harry. "That is partly spent gasoline vapor and partly water vapor from the water used to keep the engine cool. The engine runs with gasoline, which comes from a tank up in the bow, and the engine is something like an automobile engine, only not quite so complicated with valves and things. In larger launches they use engines just like those on motor cars."

All this was very interesting to the boys and they kept plying Harry with questions about the launch. He showed them how to steer, by turning the bright brass wheel properly, and delighted them all by his expert handling of the boat.

While Harry Haskins was thus entertaining his young friends, others of the boys had volunteered to take some of the girls out in the rowboats and a few of the bravest spirits among the girls, including Edna Howland, secretary of the club, begged to be taken for a sail.

Dave Crockett, as temporary skipper of one of the sailboats, accepted Edna as a passenger. He was sailing near the launch when the "jibing" or swinging of the boom, as Dave was making a "tack"—or turning the boat in another direction—caught Edna unawares and in a moment she was

floundering overboard. A startled cry arose from all who witnessed the accident, which is not unusual among those inexperienced in sailing, but help was near at hand and it soon



LEAVING A WAKE

It is Interesting to Watch the Path One Leaves  
in the Water

appeared that the days of chivalry are not over. Five different scouts were in the water and swimming strongly to Edna's assistance, almost as soon as she had fallen in. It seemed almost as if every boat on the lake had contributed a boy hero for the occasion. Dave's sailboat had made considerable headway and was some distance from the struggling girl before he dived over the side and with powerful strokes swam to the rescue.

But Harry in the launch had seen the accident and speed-

ing up his engine in a moment's time, was soon alongside of Edna and had grasped her firmly before she had time to sink. A girl's clothing often keeps her afloat for a time sufficient to save her life if help is near at hand.

It did not take long to pull Edna into the launch and pick up the swimming scouts who had started to the rescue. Then

all haste was made to the landing and Edna was cared for by Mrs. Haskins, appearing soon after, none the worse for her ducking, in some of Grace's clothes. The boys who had been overboard knew how to take care of themselves. They had all brought swimming suits along, and while their clothes were drying the swimming suits came in handy.

While the accident had no serious result, it put a damper on the boating and sailing for the girls, but plenty of pleasures were found on shore. At noon there was a delightful lunch, for which the haversacks of the scouts furnished part of the materials, including sandwiches of half a dozen kinds, while Mrs. Haskins hospitably produced ice cream, cakes and lemonade.

In the afternoon games and athletic sports, including swimming races and diving exhibitions by the scouts, filled the time most pleasantly. There were more refreshments and at five o'clock Mr. Manning announced that he had been in consultation with Mr. Haskins, and together they had made a great discovery. They had found the fathers of two of the horse patrol of Boy Scouts, who were farmers in their neighborhood, and these farmers had offered them the use of two large wagons to transport the girls back to town.

"That will be fine," said Mrs. Spencer, who had rather feared the return "hike" for some of her smaller friends of the club. And it was indeed a notable ride. The wagons were partly filled with new-mown hay and the girls made merry in their country chariots, while the Scouts marched bravely alongside, and cheered the way with music and song.

When the town was reached cordial good-nights were said all round, and at their next weekly meeting the girls voted that the first joint hike with the Boy Scouts was enjoyable enough to repeat at the first opportunity.

CHILD WELFARE  
MOVEMENTS IN  
CITIES AND TOWNS





READY FOR A RIDE

Horseback Riding is a Very Healthful and Invigorating Exercise



## CHILDHOOD LIFE IN MANY LANDS

BY REV. PETER MACQUEEN, F. R. G. S.

**I**N olden days it is said that shining angels came and took men by the hand and led them away from a wicked city that was about to be destroyed by fire. We never see white-winged angels now: yet men are led away from threatening destruction. A hand is put into theirs, which leads them forth gently towards a calm, bright land, from which they do not wish to turn back, and this hand may be that of a little child.

The harsher ambitions of maturity have no place in the presence of a baby; the sweet dreams of youth,—untarnished dreams inspired by love more intense than any known or felt before,—come with the coming of Baby: the wonderful little bundle of potentialities to whom, it seems, nothing is impossible. Not a contemplation of the tiny hand but leads the mother-fancy far afield, wondering to what uses that hand may come, in time, what part it will play in the world's work; not



CHILDREN OF MANY CLIMES

Where the Young of Widely Sundered Nationalities Meet on Common Ground and are  
Supervised in Useful Play



an uncovering of the pink feet but suggests anxious questionings and imaginings, in an effort to guess where these feet will tread, ere their journey is done: not a glance into the baby eyes but the fond heart thinks of the tears unshed and the smiles unguessed that are lurking there for the years to come.

It isn't the czar or the kaiser or the sultan, or any king who really rules this world; and it isn't the Stars and Stripes or the Union Jack or any other banner that inspires the sternest compromises, the greatest self-sacrifices, the noblest ideals,—it is baby, King baby, who for a few short years, at least, has many things according to his own sweet will. In every land throughout this wide earth there are children, and they are the nucleus of the home-life, in whatever state of development that may be. Would you like to witness the charm of a tyranny that can keep the whole world enslaved? Then let me invite you to make a few brief and polite calls with me upon the typical children of each nation. The magic carpet of fairyland will carry us easily and swiftly, and far more safely than any airship.

#### AMERICAN CHILDREN

No children are so dear to our hearts as our own youngsters of America, and none are more easily misunderstood on first acquaintance. Self-opinionated, boisterous, rough, even bold they appear to foreigners, who see them in hotels or on steamboats, or on the streets. But it is also a foreigner who urges that you receive an entirely different impression if you associate with them for a few days. In reality American children are the most intelligent children in the world. More thought and care are lavished on them, more games maintained for them, more schools established for them, more money spent on them than anywhere else in the world. There are over 25,000,000 children in the schools of the United States, and nearly half a billion dollars or enough to build the Panama Canal is paid out every year as the expense of these schools.



The average American child has less polished manners than the French or the English child, but at the same time it has a certain vivacity of mind, a quiet determination, and self-control that are greatly to be admired. American parents are careful to develop the individuality of the child and to impress upon him the value of fair play,—a delightful kind of comradeship being the aim of home life rather than that awe-inspiring autocracy which our grandfathers knew and which is still found in many lands.

#### CHILDREN OF THE SLUMS

The slums of our cities teem with little ones, but these are nearly always children of the immigrants who are pouring by thousands into the United States each week. Dirty, ragged little urchins congregated from almost every clime into a new world that they cannot understand, and that they love only because it is kinder to them than their own. In the streets, in squalid rooms, lying asleep on chairs or under tables; fed on scraps; children with worn, old faces, crippled not by accident but by the ignorance of parents. Yet even of these the majority receive some degree of affection, and for many of them a mother has starved or a father sacrificed his own ambition. And their young instincts burst forth as the buds of spring open at the first touch of the sun, unmindful of the possible blight of frost. Let a street-organ or a violin player strike up in one of the sordid streets and in a moment the poor little feet, bruised and weary and cold, are dancing on the hard, unjoyous pavement as blithely as the white-socked ones of Fifth Avenue at a birthday party.

In our great glad civilization much help has been given to the children of the slums. Noble men and women have brought education and health into their darkened lives. Playgrounds, public nurseries, trips to the country, floating hospitals and the unstinted motherly regard poured out on them by such workers

as Maud Ballington Booth and Jacob Riis and a host of other unselfish, devoted Christians, are slowly erasing the dark stain wrought by the wretchedness of our submerged classes on the fair name of our nation. Of course we must not forget that the misery of poverty comes to our land largely from the immigrants who have been victims of hard and sinister conditions across the sea.

## CANADIAN CHILDREN

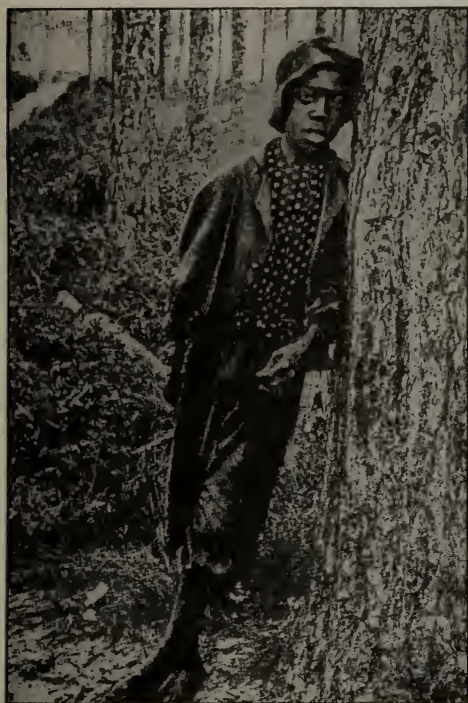
I have often heard it said that the children of the United States and Canada are very much alike. All children have points in common, yet typical American and typical Canadian children differ greatly in many ways; surprisingly so when they are next-door neighbors, speak one language, and have the same literature, and are brought up in the same faith. The Canadians are remarkably straight, strong, fleet of limb; they skate, sleigh, toboggan, fish, row,—in fact are wonderfully dexterous on snow and ice and water. They play chiefly the English games, at which they are expert. Snow-shoeing is the favorite sport of the well-to-do, for throughout the Dominion of Canada this accomplishment is a very useful if not necessary one. A keen delight in all outdoor sports is bequeathed them from their hardy ancestry, who not so very long ago depended on their prowess with the gun and rod, their skill on the snowshoe and speed in the canoe for daily sustenance. Education is not so universally thorough as in the United States, yet the true culture of heart as well as of brain is taught, and their good breeding is more noticeable than in most colonies. A splendid race of English subjects, full of energy and enterprise and loyalty to the mother country is growing up from this soil. But withal they are exceedingly devoted to their own North America, and Dominion Day is a great day for all the children, as the Fourth of July is to the nieces and nephews of Uncle Sam. It commemorates the formation of the various colonies of the British

in North America into one united Dominion of Canada on July 1, 1867.

#### ESKIMO CHILDREN

The next country we come to as we travel northward is Greenland and the wild and icy shores of Hudson Bay and the Arctic Ocean and the mountains of Alaska. It is on these frozen, snowy wastes, especially in Greenland, that we find the little Eskimo children, who are born in the snow and cradled within huts of ice. The shrieking of the bleak North Wind is the only lullaby they hear; they are clad in seal and white bear skins, and taught while still very tiny to eat whale blubber and bear meat and salt fish. The only fruit they know is really a vegetable—rhubarb, which they like to eat uncooked. The Eskimo mother generally carries her baby in her hood,—in some parts of Labrador she has a long pointed sack made for the purpose on the front of her high boots. The older youngsters are dressed very much like the grown folk. The Eskimo children are born into the most peaceful and orderly community on earth. They have no magistrates, no laws, yet they maintain among themselves an ideal good conduct: a quarrel among Eskimos is almost unknown and never goes further than a difference of opinion, which the disputants settle by separating; so of course the children do not quarrel. They sing a great deal when indoors between the intervals of eating and sleeping; when eating they gorge till they can hold no more. Almost from babyhood they are forced to join in the daily occupation of their elders,—to hunt birds, build canoes and snow-huts, to fish, to gather dry moss, and to wage war with the elements, with great monsters of the deep, and the richly furred animals, which give them oil for their fuel, food and raiment—such are the things that fill up life in that vast white country under the weird light of the aurora. Within recent years missionaries have established a few trading posts there, with rough hospitals

and churches, where they brave the danger and cold to teach the simple-hearted Eskimos how to read and sew and sing and care for sick folk in the Christian way.



“BORN TIRED”

#### PICKANINNIES

It will be pleasant now to turn southward into a land of sunshine and warmth, where the queer little black pickaninnies dwell. The cheerfulest, the very cheerfulest thing on earth is a well-fed but not overclad pickaninny. The darky children are the sunshine of the South. The only baths they enjoy are sun and mud baths and into one of these they will plunge with ecstasy. Their throats and their lungs are inexhaustible cellars of vocal wine as inspiring and as sparkling as

Clicquot, as tender, as mellow, as soothing, as rich as Oporto, and always on the tap. Their happy-go-lucky philosophy is altogether adapted to the mental, moral, and social uses of their careless lives. This seems to be their code: Take anything you like, if you can get it and dare. Never be in a hurry, except to avoid work or a whipping. Eat as often and as much as possible. Never stop eating if you can help it. Stay in the sunshine. Have a good time.

Except among the very poorest of the Southern darkies, the





A CHILDREN'S READING ROOM

It is in Centers Like This That Good Citizens are Seen in Process of Development and Crime and Ignorance are Mastered

pickaninnies have nothing to do, when school is not keeping, and they do it to perfection. Even the small ones can sing, and many play the banjo; they make whistles out of green bark, and hammocks out of the ropy Florida moss which hangs from the trees in the swamps. Much is said and written about the race problem in the United States, about the need of education among the colored folk who were left stranded and helpless after our Civil War, but meanwhile the little dusky elves in their gay calico garments and bare feet go on filling our Southland with laughter and with song, with frolic and the joy of living.

#### THE NORTH AMERICAN INDIAN CHILDREN

There are still other quaint little boys and girls living in the United States, whom we must not forget to visit,—the only really real Americans we have; the Indian papooses. The aborigines of America, these so-called Indians, are probably as old as any race on the globe.

The Indian girls are taught to put up and take down the wigwams; to make and embroider moccasins, to cook and to clean, to carry burdens and to walk incredible distances, to be brave and self-controlled. The Indian boy is taught to hunt, to fight, to manufacture the things necessary in Indian life. The quintessence of Indian life and thought and character is to endure and suffer with indifference. The boys are taught to lasso and tame the wild horse, to build the kind of dwelling peculiar to the tribe, to read and write their wonderful sign language which sometimes resembles the Egyptian hieroglyphs. He is never an idle boy, and he learns to do all that is necessary for Indian welfare.

The Indian boys and girls are now being sent to college and are sometimes very brilliant.

## THE CUBAN CHILDREN

I can recall no other country in which there is so sharp a contrast between the children of the rich and of the poor as in Cuba. The first lead a life of extreme indolence and early dissipation; the second of extreme industry and dearth of amusement. Generally speaking the two have only one thing in common, lack of education. At the time of the American war not one child in ten on the Island could read or write. On the whole I think the children of the poor are better educated than those of the rich. They learn the practical lessons in the university of life.

Among the children who have been constantly in contact with negro slaves, a spirit of arrogance and often of brutality is engendered. Every Cuban woman young or old has one great virtue, she has very little to say and talks hardly ever. The schools in Cuba were former church schools; the fees were high, the boys were taught little, and the girls less. But education has been greatly furthered by the American occupation.

A Cuban baby is baptized when it is two weeks and one day old, at the very latest. Its godfather is a person most important, and his choice involves much serious consideration, not as to the nobility of his character but as to the length of his purse; for etiquette compels him to spend much money. He must provide the christening party with carriages, unless the child's parents own them. It is quite usual even when the people live next door to drive to a baptism, as it is a sacred function. The godfather must celebrate the birth by giving entirely at his own expense as lavish an entertainment as possible. He must also present pieces of silver or of gold to all the relatives, friends and acquaintances.

One beautiful feature of Cuba is the phosphorescent fly. It is often used as a lamp by the children to light them through the dark.



## CHILD LIFE IN PORTO RICO

The army census of 1899 showed that in a total population of about a million persons in Porto Rico we had 300,000 children under ten years of age. The birthrate is much higher there than in the United States, and yet the population increases more slowly because the infant death rate is very high.



AN ENGLISH CHILD AND HER PETS

The children of this island possession are of all colors, from brown and kinky-haired babies to those of fair skin and sunny locks. The clothing of these sun-loving people is very scant. Young children very seldom wear anything, while the older ones are content with one garment. When American schools were first established, the teaching capacity was very small. A law was made to permit only children who were clothed to attend school. One man who had no money to buy his boy



clothes thought this very unreasonable. It was better, he said, to have something in the boy's head than on his back. So he sent his boy to school one day with a pair of knee pants made of a Pillsbury flour bag and marked: "X X X."

Although the children of Porto Rico seem happy, they are sad and not very strong because they do not have nutritious food. Many get nothing to eat but fruit and certain sweet-meats. In the city of San Juan, a very thickly populated town,



#### INTERESTED AND HAPPY

Novel Forms of Recreation Appeal to Every Healthy Child and Wise Teachers Provide Them

there are no front yards and children swarm all over the narrow sidewalks and are often in danger from the carriages.

The Porto Ricans are great admirers of children, however, and show intense love for them, although they do not know how to take proper care of them. The great need of these people is public schools, wholesome amusement for childhood, and a child literature in the Spanish language.

Childhood conditions in the Philippines and in Panama are similar to those in Porto Rico. The Spanish government apparently cared nothing for the children in their colonial possessions. The American government has put 800,000 children into the public schools of the Philippines; planted the very finest educational institutions in the Panama Canal zone, and in Porto Rico is giving to the people old and young absolutely the best colonial administration ever yet presented in the world's history.

#### SOUTH AMERICAN CHILDREN

All over South America new and great countries are growing. The bringing up of children is necessarily not so complete as in North America. But the boys and girls living far to the south of us have much that is happy in their lives. South American children are children of the open air, and though they have not much of book education as yet, they know a whole lot about the practical things of life. In Argentina every girl can ride and every boy can fling a lasso with great skill. In Brazil, in Chile, in Peru, in Ecuador, in Venezuela, in Columbia, the vigor of youth is awakening. The girls are extremely domestic all over that vast continent. The young men grow up virile, vigorous, and brave, the dark spell of Spanish fanaticism is lifted, and the boys and girls of South America may well be called the children of the future.

#### CHILDREN OF ENGLAND

Crossing the Atlantic Ocean we are, of course, intensely interested in the children of our motherland, old England. Class distinction is much more strongly marked than with us. The slum children of London, the "mud-larks" and scavengers of the Thames, have occupied a hundred brilliant books and some immortal poems. Mischievous sprites with keen black eyes, evading the police, living in tumble-down sheds, speaking slang

unintelligible to the average Englishman—they have become a problem of imperial Britain. The children of the respectable class are well brought up on simple food, and a plain, common-sense education. Their games are those of the American boys and girls, with some especially English, like cricket and bowling on the green. They are fine swimmers, nearly every one of them, and later make fine sailors; this gives to England the mastery of the sea. An average English boy has no superior in honesty and the respect he shows his parents. The English girls have better complexions and more glorious hair than most American girls, but they are more timid and have far less initiative than the American girls. No girls are so well dressed as the American girls, but the English girls are far superior in their love of outdoor life. I have seen quite young girls in England walk twenty miles a day, which gives them the loveliest complexions in the world. The children of green Ireland are more picturesque and witty than those of England; they are shy but friendly. The children of the upper class in England are better educated than those of the middle classes, but as men and women they are not nearly so strong and gifted.

#### THE CHILDREN OF BONNIE SCOTLAND

In Scotland we come upon a race of people peculiarly vigorous, who have made their impression on every quarter of the globe. The childhood life in Scotland is strong and manly and even austere. Scottish women are peculiarly efficient mothers. They teach their children first of all a rugged independence. Independence, intelligence, religion,—these are the three words that are drummed into the Scottish child from the day it learns to speak. There are plenty of games and outdoor exercises for the children everywhere in Scotland; the Scottish schools are the models for most of Europe, and, indeed, are in no way inferior to the best in Germany. If knowledge is power, the Scottish must be a powerful race. The one last bitter taunt you

can hurl at a Scottish boy is to call him ignorant. There is no position of power and influence in all the British Empire and in all the English-speaking world to which the poorest Scottish boy has not aspired and attained. A factory boy, David Livingston, became the greatest explorer of his age; a stonemason, Thomas Carlyle, led English literature for half a century; James Watt, a Scottish mechanic, invented the use of steam and lifted history off its hinges; Robert Burns, a Scottish plowboy, wrote the sweetest lyrics of the human race. It is the training of childhood that makes a nation great. The childhood shows the man as morning shows the day.

#### NORWEGIAN CHILDREN

There is no other country in Europe except Sweden in which the standard of primary education is so high as in Norway. Education is compulsory between the ages of eight and fifteen. The young Norseman is taught to skate and row and fish; the Norse girls are taught to cook, to knit, to milk, and to churn. All the boys are prepared for service either naval or military; are taught to build boats and hunt, to build houses and to sail. They have many games, but they live very closely with their elders, share their food, their thoughts, and habits.

#### FRENCH CHILDREN

In many ways French home life is ideal. In no other nation are parents so solicitous daily, hourly, of their children's welfare. Nowhere else are children more respectful, more obedient to their parents; nowhere else is the intimacy between children and parents more complete, more cordial, or more wisely regulated. Perhaps the children of France do smack somewhat of affectation and of over-carefulness. French children are very fond of animals, particularly of dogs. No French child is ever allowed at the family table until he can behave with absolute propriety. The boys and girls of France see little of each other after they are eight years old. They are not so shy



as the English children; but much more shy than the American. *Cela va sans dire.*

#### BRETON CHILDREN

In Brittany a boy is seldom taught a trade. Primitive farming both boys and girls learn. All can knit and spin, and many are skillful cooks and packers of the silver sardine, which their fathers catch at sea. The Breton child believes in witchcraft, charms and antidotes and spells. The little girls are great lovers of lace, and many a dainty peasant maid who lives on bean soup has at least one bit of real lace treasured against her wedding-day. No Breton boy will stone or harm a robin red-breast; for he believes that all the robins are descended from the one which, with its beak, plucked from the cruel crown of Christ a thorn.

#### CHILDREN OF ITALY

Italy is a country famed for kindness to its little ones. Yet the *bambinos* are gentle in their manners, never impertinent. No children learn more quickly than the Italians do, and few learn more thoroughly and remember better. But the laws on education are very lax, and although a child is expected to go to school from its sixth to its twelfth year, yet this is only a suggestion. The ox-eyed young-



A CHILD OF MILAN



IN A GERMAN SCHOOL

sters often leave school when they can barely read and write. There is a superstition in Italy that before the end of the world seven years will elapse in which no children will be born. So that when a child is born, it is a double joy.

#### CHILDREN OF SICILY

The children of Sicily play even now with the great god Pan down among the reeds of the river. They pull their sustenance from the vines of grapes and trees of olives. They are uniquely interesting because they are the children of the one living classic European race. The boys who lave their limbs in the fringed streams of Sicily today are in the flesh and spirit as typically classic as were the sandal-shod boys who walked to the academy where Socrates and Aristotle taught. They are thus the link between Europe's past and present. They can all

talk fluently and with plausibility,—a heritage from classic days.

#### GERMAN AND SLAV CHILDREN

Just as the Portuguese and Spanish customs of childhood resemble those of Italy and France, so the Germanic races and the Slavic have many points in common. I saw the children in the public parks in St. Petersburg, strong, fresh-faced youngsters, like those of Berlin and The Hague, running after a big rubber ball, playing their game in the very same way that their Teutonic comrades played it. Of course the Teutonic children have a much better chance in life than the Russian ones. The thrift and education of the Teutonic peoples have made them one of the most powerful of all races. The wonderful acumen of the German mind has made Germany the most powerful military nation in the world; and as for science, we are all children sitting at the feet of the great German teachers. In daring, hardihood and love of liberty the Dutch have never been surpassed. The Swiss are much the same. The Russians have a great future; the Germans are men of the present.

#### ARABIAN CHILDREN

Arabia was the link between the East and the West until the Suez Canal was opened. The Arabs are said to be music-mad and poetry-crazy. Especially mellifluous are the songs the Arab girls sing. The two forms of animal life with which the Arab boy is most familiar are the ostrich and the camel. The form of vegetable life is the date. Dates are to the Arab what bananas are to the African, what bread and meat are to Europe, what rice is to India and China. Hospitality is the first law of Arab life, and all the children are taught to show it. Every Arab boy can ride well, drive a good bargain, judge character, and flatter. He is never rude to his mother, though he may wrangle with his brother and even defy his father.



## THE LITTLE HINDU BABY THAT NEVER CRIES

The birth of a son is the great desire of every Hindu wife. Flies may torment him, mosquitos bite him, heat burn him, and yet he rarely opens his mouth for any but pleasant sounds. His mother is poor and has to work, he clings to her side, gets tired, hungry and sleepy, but never cries or frets. When a boy is about five years old his school life begins, and a lucky day is chosen and ceremonies observed. When he becomes a big boy

he is good-tempered and patient, rarely quarrels and never fights; when a man, he loses some of the noble qualities, but remains patient, good-natured and polite—he is called the mild Hindu. But he is not perfect—he is not truthful, has not some of the good traits of the American boys, does not think it at all unworthy to deceive; what will suit his purpose best is more to him than what is right; it was so with his father and will be with the next generation. He does not wear



CHILDREN OF MODERN ATHENS

clothes till several years old. When very young he rides in a little basket on his mother's head while she is at work. When there are two youngsters to carry, the good-natured Indian papa will sometimes sling a basket on each end of a bamboo pole, put a baby into each, raise the pole to his shoulders and walk off.



Girls in Hindustan are not taught to read, because if a girl reads to her husband, they believe she will thus be likely to drive him to an early death, and widowhood is a Hindu woman's purgatory. The lives of little Hindu girls are both picturesque and interesting. Child marriages are still a burning question.

#### JEWISH CHILDREN

The Jewish children in America are carrying off the honors in our schools. Few people remember that they are perhaps the most brilliant race of ancient Asia. The Jewish race everywhere place the very highest importance on child life and on home life.

#### CHILDHOOD IN THE FLOWERY KINGDOM

Christianity and civilization recently brought into Japan have not yet affected the ways of dealing with children. The babies are carried strapped to the backs of their elder sisters or brothers, who play on unmindful of the weight. This accounts for the unshapely legs and often bent figures of the Japanese. They are not weaned until from two to five years of age. All the little ones are out of doors from morning till night, going into the house only to eat and to sleep, and this constant exposure to the hot sunshine causes a very high death rate in childhood. Corporal punishment is forbidden by public opinion. Parents do not consider it undignified to be the playmates of their children.

Japanese families are usually small, and the arrival of each child is made a joyous event, the occasion of many presents and much feasting. On the day the child is a week old, it receives its name, with various formal ceremonies. When thirty days old it is taken to the temple by the mother, who offers a piece of money there and places her baby under the care of some patron god. At four months, baby Jap is clothed just like an adult. At fifteen the boy is a man, changes his name and the

fashions of his hair, and is old enough to marry. Ere this he will have been through the public school, where now he sits at a desk like any American schoolboy, and will be well drilled in military tactics. The girl can read and write and do a few sums, play the guitar or the harp and arrange flowers in vases; so that she also is considered well educated.

Sleep on, fair children of Japan, for your long rough journey is at hand. A little while and ye shall sleep no more, and your gentle dreams shall be of battles. As yet your sleep and your waking are one; the exquisite garden of your home life still surrounds you, and everywhere is dewy fragrance and budding hope.

#### KAFFIR CHILDREN

From flowery Japan to Africa is a far journey, but we do not want to miss meeting the little black tots in their own native land. Over the mysterious country of China we go, where a hundred million children clad in gay loose robes that remind us of their tiny Japanese neighbors await the better things that the dawn of China's "New Day" already promises. In Africa there are many tribes of black people, but probably the Kaffirs will interest us most. These have an elaborate etiquette and a carefully thought out social system. A Kaffir hut is a mere beehive of poles and sticks thatched with grass, built in a day. The Kaffirs do not discipline their children; a child obeys when it likes; if not, it shakes its head and laughs. The boys enjoy fighting; the girls even have fights among themselves, and they fight on to the bitter end. But the children are never revengeful,—once the fight is finished it is forgotten, or remembered only as a lively bit of pleasantry. They are very inquisitive, often witty, and always imaginative. The stars, they say, are the children of the sky, borne by her to her husband the sun. When a Kaffir mother leaves her child for any length of time, she is careful to perform some charm to insure its safety until

her return. She is usually named after her eldest child, with the prefix "ma;" thus, the natives called Mrs. Livingston "Ma-Robert," because her child was named "Robert."

Men and boys among the Kaffirs tend the cattle and sheep, never leaving this work to the women except when they must be away at war or on a hunt; but the women do all the housework and the agricultural tasks. A Kaffir boy is very thrifty, and begins early to hoard as many bits of metal and other treasures as he can, hiding them in the jungle. Just as soon as he has acquired enough money, he buys a cow, and when he has six or a dozen cows he buys a wife.

#### CHILD LABOR

From the ice-fields of the North, where we found the furry little bundles of Eskimo babies, to the burning sands of the Sahara and of southwestern Asia, where we can see the caravan camels kneel at eventide and sturdy young nomads dance about under the cooling sky while their Arabian elders prepare supper quite in the fashion of a dozen centuries ago; from Europe around the world and back to Europe we may travel, pausing at all the islands of the sea and exploring every city, finding children everywhere, quaint, lovable, interesting:—but of them all those that will arouse our sympathies most are the little toilers in shop and mine with their pinched and hopeless faces. It isn't the heathen who need uplift; it is the baby slaves to a ruthless system of commercialism. And thank Heaven! this uplift is coming. New laws, new ideals are slowly yet certainly freeing childhood of its cruel burden. In our growing civilization we no longer put our shoulder to the wheel, but press our finger on the button. The whirr of the sewing machine has stifled that pitiful "Song of the Shirt," and science has extinguished fires of fanaticism, and "the Cry of the Children" is no longer world wide.



## PLAY—THE ELIXIR OF LIFE

**N**ATURE says to boys and girls, "Play."

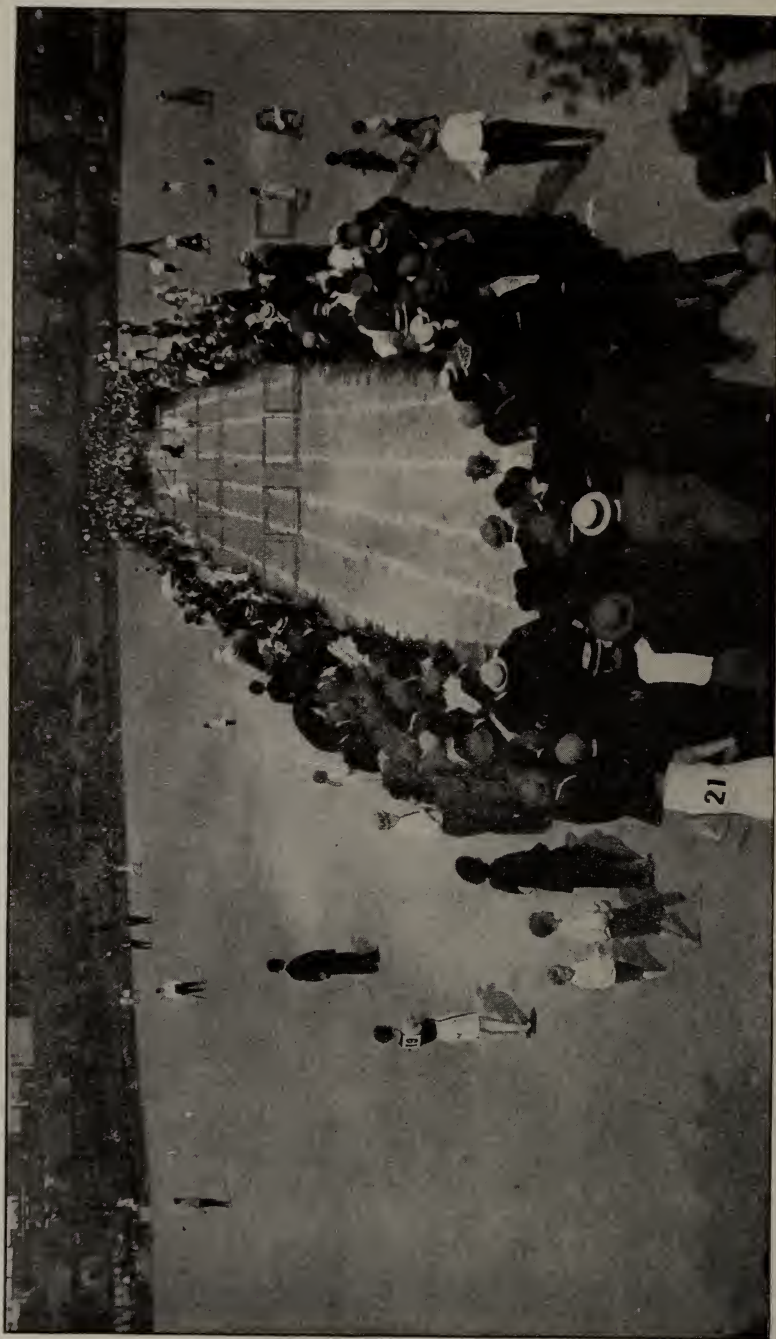
Without play children cannot grow up properly and they will be handicapped all their lives. Play is a royal road to health, happiness, and strength of character, and to education.

But in cities, towns, and sometimes in the country, children are not encouraged to play. Often they are prevented from playing in the right way and go from bad to worse.

Play is so essential in the life of children that the wisest business men and the most progressive and thoughtful educators have united to provide play places, games, and leaders or play directors.

It has been discovered that in no other way can children be properly prepared for citizenship in a free country, for co-operation, for a useful life and a peaceful old age,—except through organized or directed play. It is no longer considered enough to permit children to play as they please. They are coached by men and women who have made a study of play and





### OVER THE HURDLES

A Popular Sport for Boys and Young Men in the Public Playgrounds Where Sport is Organized and Clean

how it may be used for the physical, mental, and moral upbuilding of youth.

Children need play as they need food, air, exercise, and sleep. Organized play trains children in teamwork, teaches them to deal with others and enables them to adjust themselves to others in later life.

Little children, too young to leave home for school or other community playgrounds, must have their play directed also—and this means trained mothers. Kindergartens and many books aid in teaching mothers how to make the childhood of their offspring happy and educational.

After the child has reached the age at which he may be expected to leave the home and the lot about the home, if there happens to be one, the duty of supplying a place to play and proper direction has been assumed in many places by the municipal government.

In fact, this need can be supplied adequately and with good results in no other way. The element of immediate personal profit on the necessary investment must be eliminated and playgrounds and play teachers must be provided, in the same way that public schools and teachers are provided. In some cases the playground, with its directed play, is simply an extension of the public school.

"We had no such thing when I was a boy," is a remark often made when organized play and the necessity of public taxation to provide this means of education is under discussion. It may be remarked also that fifty years ago we did not have the telephone, nor electric cars, and the people had not changed from a rural to an urban population. New conditions have arisen which make new methods necessary.

Homely virtues—patience, endurance, steadiness of purpose and stolid courage—were developed in an earlier day by the life of the times, men coming into contact with nature in the fields and forest. All this is past for the majority.

This is the machine age. City and town men do not work with their sons. Homes are small and opportunity for home activities are limited. Children are thrown into the street, and unprepared, soon seek employment where all work is forced ahead rapidly by the machine. All our lives are speeded up. The old endurance is not developed, but high nervous tension is required.

To counteract this general tendency, felt even on the farm of today, organized play has been introduced in America. But while rapid strides have been made in this country, we still are far behind similar enterprises in European countries, notably Germany.

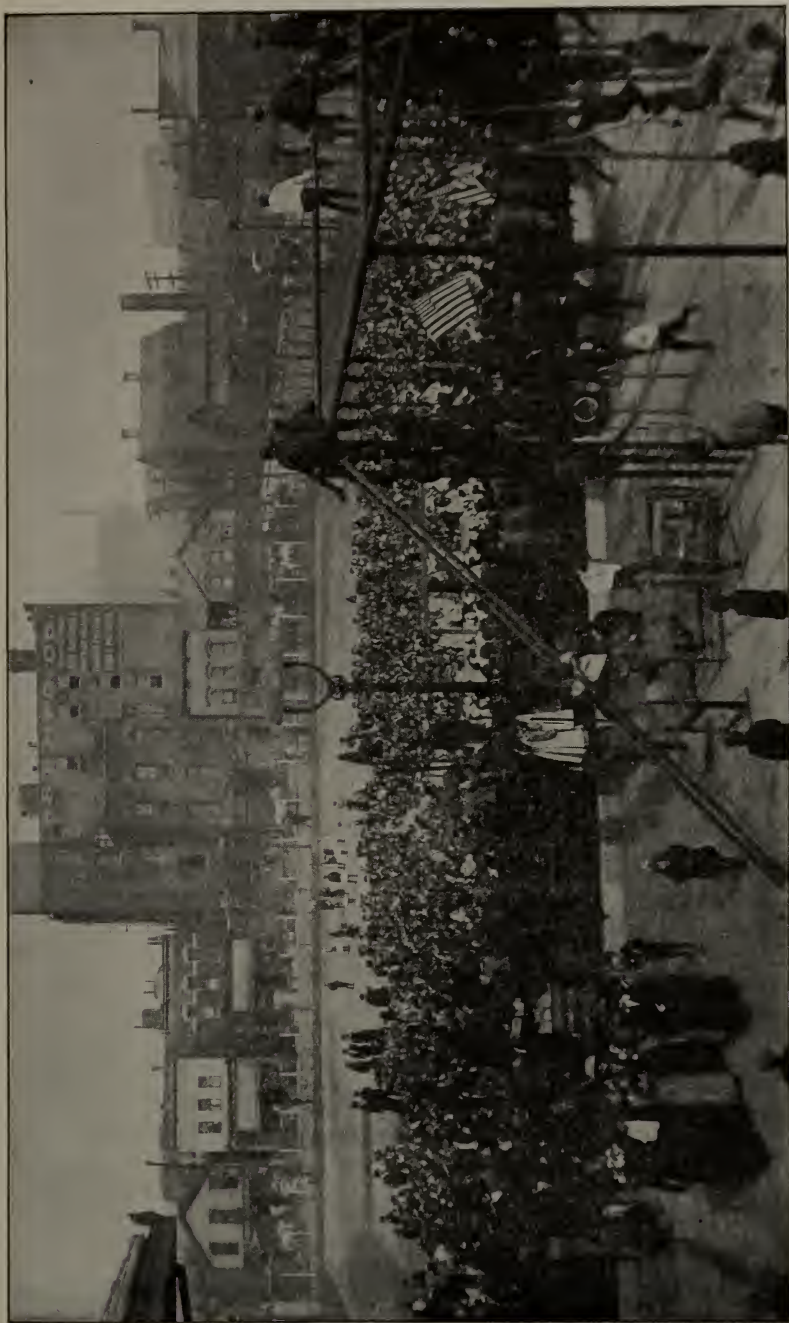
In Chicago, where high-water mark has been reached in playground movements, interesting and profitable results have been attained. Millions of dollars have been spent and the people are planning to spend \$100,000,000 more, experiments already made proving that the ideals are correct.

This promotion of play by the use of funds raised by taxation came only when the economic interests of the city demanded it. Thousands of children were found to be growing up in the streets, coming into conflict with the police, and their hope of useful manhood and womanhood being destroyed. Employers found boys and girls unreliable when they came to work. The neglect of their early youth was discovered to be the cause and steps were taken to remedy this defect in the city's equipment.

Chicago's problem is colossal. Its millions of people, many of them speaking only foreign languages, make the demands so great and the cost so large that only the most progressive and far-seeing men could have attempted to solve it. But the solution is well under way and other cities are making rapid strides. There is no town or city, or rural neighborhood, in America which cannot profitably take up the organized play idea.

Unorganized play often degenerates and the ethical advantages are lost. When boys and young men are directed,





OPENING A PUBLIC PLAYGROUND

It is Spots Like These That Evidence the Modern Tendency to Rear Better and Healthier Little Men and Women



however, in their play, on half-holidays when they are not at school or at work, surprising and even amazing results have been attained. Tough gang leaders (sometimes with court and prison records) have been transformed into forces for good, as baseball captains or other leaders,—their superior ability and energy working into desirable channels.

Young men employed in factories who play baseball on Chicago's municipal diamonds at first practise all sorts of questionable tricks, indulge in profanity, and gamble on the result. This is not permitted by the rules. Leaders are on hand to show them a better way, and a policeman, often a sort of step-father to the youth of the neighborhood, is there to enforce the rules. Play on vacant lots without supervision has a tendency in city or country to degenerate into fights and quarrels, into foul language and gambling. On municipal diamonds only the good remains and the entire community is benefited.

During one year 6,000,000 uses were made of the Chicago playgrounds under the direction of the South Park Commission, and these are about a third of the total in the city. This of course does not include those who simply visited the parks, playgrounds, field-houses, gardens, and conservatories, or rested on the banks of the lagoons in the summer or skated in winter.

Public-spirited citizens, as individuals or through organizations, may take the initiative for playgrounds and organized play. In every state in the Union there are laws which permit the raising of money by taxation for parks and playgrounds. After land has been acquired a director should be secured. Young men and women are being trained for this work in a number of universities and special training schools, the Y. M. C. A. furnishing many who have studied for just such work.

The immediate effect of such work is to remove boys from aimless wandering or lounging about the streets, on corners, in poolrooms and other places, where they learn nothing valuable and where they probably will degenerate instead of improve.

Parents of the boys and girls thus benefited find that they are drawn into social intercourse on common ground. They are themselves educated and trained to take part in civic affairs, and when people really enter the civic life of the community it improves, graft is eliminated, and the community is in the way of progress.

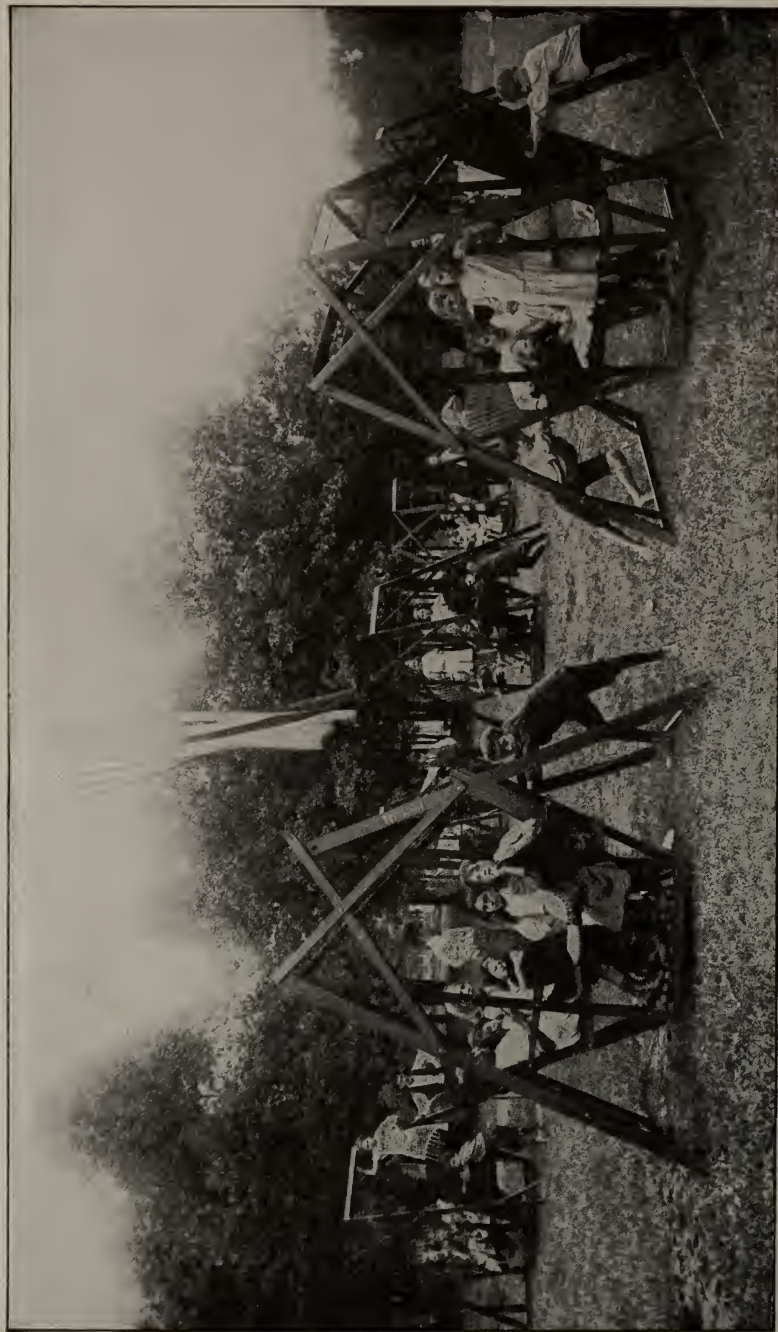
In pleasant weather playgrounds may be used for the very small children—those just out of infancy. Outdoor kindergartens may be established and mothers relieved of the care of their children for part of the day, while the little ones are being taught to play and led into constructive enterprises under the trained leadership of kindergarten teachers.

Playgrounds depend for their success upon the interest of the people of the neighborhood, and, established on correct principles, they never fail to secure and hold this interest.

There is no other kind of activity which gives more pleasure and contributes more to build up a Christian character than that tending to social improvements, betterment of the entire neighborhood, and education of the young. Church organizations have found in public playgrounds a common field for work.

Playgrounds become the rendezvous for all the better influences. They improve as rapidly as the people improve and the people go ahead rapidly when the way is thus opened. It is said that never before, at any time or in any country, was there a people so poverty-stricken for play and for frank social intercourse as those of the United States. Deficiency in this respect has become more apparent in the last few years. There is nothing to take the place of the democratic "barn raising" or "husking bee" of pioneer days. Games and sports, contests and rallies, have become greatly commercialized, and even the county fair has often been turned into a sort of circus show, entertainment being too often supplied by professionals and exhibits supplied by completely commercialized institutions.

There is a need everywhere for a revival of the old gather-



BETTER THAN A BACKYARD

Modern Cities and Towns Provide Children with Means to Play, Because It Pays the Community to Do So



ings like those of feudal times and later in our own pioneer period. But the revival cannot be just like the old. It must be on new and modern lines and the public playground, with its field-house and "commons," where rich and poor have equal rights and everyone must stand on his individual merits, appears to be supplying this need.

E. B. DeGroot, general director of field-houses and playgrounds for the South Park Commission of Chicago, said in reporting on his work after five years of experience:

"The dominant interest at a certain period in the life of every virile and healthy boy is found in competitive games and athletics. It is worthy of the efforts of any institution to furnish a constructive environment in which boys may live out their dominant interests.

"Uses have been made of our gymnasias by a great number of people who were not registered for systematic class work. Classes for school children were conducted in all gymnasias six afternoons each week, and classes for working boys and girls, men and women, were conducted six nights each week. Class instruction was suspended on Sundays and the gymnasias were conducted on these days merely as playrooms.

"In addition to the systematic class work, tournaments in basketball and indoor baseball were held in the men's gymnasias. There were also gymnastic contests and exhibitions. These were participated in by hundreds of young men and were witnessed by thousands of admiring friends. Similar special events were conducted in the women's gymnasias. Folk dances, invitation basket-ball games and exhibitions in class drills took the place of the tournaments and contests held in the boys' gymnasias.

"Under the leadership of one of the field-house directors there has been developed a park entertainment society with four departments, as follows:

"Dramatic: Farces, expression plays, sketches, elocution, vaudeville.



“Literary: Lectures, debates, current events, poetry, literature.

“Social: Parties, socials, etc.

“Musical: Vocal and instrumental concerts, minstrels.

“This entertainment society makes regular use of the halls and clubrooms, involving a large number of participants and furnishing wholesome entertainment for thousands of spectators. In another park the director has assisted in the organization of several women’s musical clubs, a young men’s social club, and a band composed of players of concertinas. In still another park the director has assisted in the organization of a housekeepers’ club, a military club, English classes for foreign-speaking people, and a civics club. Still another director has assisted in the organization of a Scottish club, camera club, and a young folks’ social club including both sexes.

“In addition to the activities in the halls and clubrooms, more or less under the supervision of the director, there was extensive use of the halls for parties by all sorts and conditions of people coming from near and remote points. Lectures were given by medical associations in an effort to spread knowledge of better methods of sanitation and personal hygiene. Many stereopticon lectures were given under the auspices of associations interested in the promotion of social and civic welfare. Many public schools without assembly halls held rehearsals and public exercises in the park halls.

“‘Story hours’ for children, under the auspices of women’s clubs and other agencies, were held in several of the halls and clubrooms once a week during the months from October to June. Bohemian, Russian, and Lithuanian groups used the halls regularly for rehearsals and concerts in several of the parks. Neighborhood brass bands and orchestras made use of several of the halls for practice. Several literary societies used the clubrooms regularly. Clubrooms in three parks were used once each month by neighborhood improvement associations.



### A CITY SWIMMING POOL

How Cleanliness and Health are Promoted in the Sweltering Days of Summer Amid Crowded Communities



### JOYS OF CITY CHILDHOOD

The Urban Youngster May Not Have a Cellar Door to Slide Down but the City Often Furnishes a Good Substitute



An average of more than 200 different events were held each month in the assembly halls during the last half of the year.

"Assembly hall and clubroom service was furnished free in all cases. Political and religious propaganda or meetings were not permitted in any of the halls. Groups using the halls for parties furnished their own music and supplied door-keepers, wardrobe attendants, floor managers, and other necessary aids. All arrangements and the conduct of the groups were supervised by the field-house directors. A lantern and operator were furnished free by the Commissioners where stereopticon lectures were given. A piano is part of the equipment of each hall.

"A system of shower baths was operated in each of twenty indoor gymnasiums each month of the year. These baths were not only used by groups who frequented the gymnasiums, playgrounds, and ball fields, but by men, women, and children in the neighborhoods, who used them weekly and more often for personal cleanliness and comfort. In many quarters the latter use of the baths has demonstrated our inadequate supply of facilities.

"Swimming pools were operated in eleven parks and a bathing beach was operated in one park having Lake Michigan for its eastern boundary line.

"The swimming pools not only furnish a means of obtaining a bath, but an unsurpassed form of recreation during the hot days of June to September. The total number of bathers for four months was 758,149. It was not an uncommon event in any of the parks to have an attendance of from 1,000 to 1,200 bathers in one day. The pools were open for use from ten o'clock in the morning to ten o'clock at night. Girls and women were given the exclusive use of the pools two days and nights of each week, boys and men were given three days and nights, and the remaining two days of the seven were consumed in emptying, cleaning and refilling the





GIVING THE GIRLS A CHANCE

In the Chicago Swimming Pools Two Days and Nights of Each Week are Set Apart for Women and Girls

pools. The pools were guarded by a staff of life-savers who were not only watchful of the safety of the patrons but gave assistance to many who were learning to swim. Each person who entered the pool was required before entering to take a thorough bath and give evidence of freedom from disease. These safeguards and watchfulness have enabled us to regard the fifth season's operation of the pools without evidence of a single case of skin, eye, or throat affections resulting from the common use of the common swimming pool. Swimming and diving contests arranged by the playground instructors were held in many of the pools.

"Dressing quarters, suits, and towels were furnished free. Men's and boys' suits consisted of trunks only; young girls were supplied with one-piece bloomers and the older girls and women were supplied with bloomers with attached waists and skirts. Trunks, suits, and towels were sent to the laundry immediately after each use.

"In five parks branches of the public library were operated and in five other parks reading-rooms were maintained by the Commissioners. In the parks used as library stations books were supplied by the Public Library Board under supervision of trained librarians appointed by that board. In all of the parks a great variety of magazines was supplied by the Commissioners.

"The 'story hour,' closely allied with the library service, was presented to the children in the parks where branch libraries were maintained. The story hour was conducted by experts in this aspect of library and educational work. The increasing use made of the library stations and the value of this character of service in the scheme presented in the field-house and playgrounds warrant hearty co-operation with the Library Board and those who furnish the story hour.

"Lunch-rooms were operated in seven parks. The total number of persons served in the lunch-rooms was 429,857.

The bill of fare included soups, baked beans, boiled eggs, sandwiches, pie, cake, ice-cream, lemonade, tea and coffee. Salads, cold meats, and relishes were added on occasions of special lunches and banquets. The lunch-rooms were supervised by a general manager of lunch-rooms and a local manager in charge of each park. The latter did his own cooking and serving and cared for his equipment. Service and not profit was the dominant thought in the operation of the lunch-rooms.

“The value of the park lunch-room to the community is very great in the summer, when wholesome refreshments are served to men, women, and children who might otherwise seek refreshments not only of less food value but of harmful quality. Ice-cream especially manufactured by the Commissioners and sold at five cents a dish, furnished a refreshment of high food value and hygienic quality at a cost within reach of all. The modified and pasteurized milk furnished by the Chicago Milk Commission and sold at the lunch counters for babies was no doubt the means of reducing very materially the infantile mortality in the neighborhood of the parks. In some parks as many as 300 to 400 bottles of this milk were sold in a day. The Visiting Nurses’ Association worked in co-operation with the distribution of bottled milk. Thus a service of great social and scientific value was presented to the mothers in the various park communities.

“Three groups of problems and possibilities present themselves in the operation of the new parks: One is waiting upon those who come to use such facilities as baths and lunch-rooms; the second is co-operation with those who come with definite plans and desires for the use of the halls, clubrooms and reading-rooms; and the third is furnishing direction and leadership in the gymnasias, playgrounds, halls and clubrooms for a receptive public, lacking merely organization or appreciation of the free service at hand. Our duty seems obvious in all three groups of problems.

"In the first it is merely a matter of cheerfully rendered service on the part of the employes directly in charge of facilities. Good quality of service is here assured when employes involved are selected and retained who are temperamentally suited to the work of serving cheerfully.

"The second is a matter of supplying a certain number of employes with a desire for social service who are also equipped with sufficient education, refinement and social training to meet, greet, and help all sorts of people in all sorts of social, educational, musical, and civic welfare endeavor through the use of free facilities.

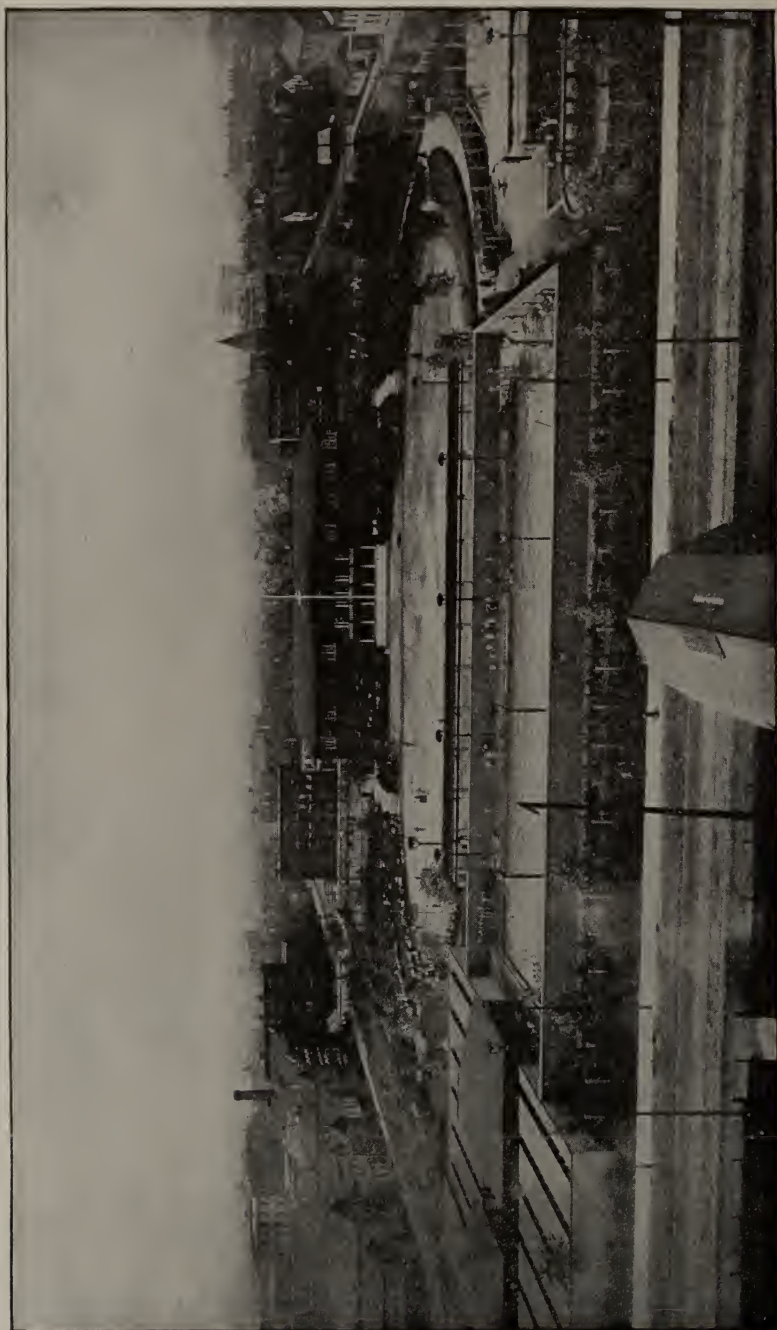
"The third is a matter which necessitates the selection of a certain number of employes who have been trained to do definite and precise work. Employes capable of doing this work will also be able to do the work specified for the second group; thus there will be no duplication. They must be able to get up and carry through a programme of organization and leadership big and broad enough to serve all who have yearnings for any part in the use of the equipment at hand.

"The latter aspects of service are comparable in a measure with the service rendered by the public libraries, public schools, and public museums. Up-to-date public libraries long ago ceased to consider their functions ended in merely waiting upon the public.

"Extension, promotion, and leadership are now the watch-words in public library service. Public schools in many cities no longer close their doors at the end of the day of intellectual training supplied to children, but promote and furnish leadership in the use of the school plants for informal education, recreation, and social welfare of the community. Museums of art and science in many cities no longer halt with a receptive service, but seek to extend their usefulness through adequate leadership and promotion.

"The spirit of the times, therefore, is to use all public





A REAL SOCIAL CENTER

One of the Small Parks Where Many Activities Prevail under Careful and Scientific Direction

property in a manner to include in specific public service a greater degree of general social service.

"Although customs and traditions in public park service have been those of supplying and conserving bits of nature for the undirected use of a self-directed public, the conception, development, and equipment of the new parks suggest meeting in adequate manner all three groups of problems outlined above. In such a comprehensive scope of service the new parks keep pace with the march of a complex civilization, even as the schools, libraries, and museums strive to keep pace with it. It is quite obvious that the greatest service that each new park may render lies in supplying a constructive environment in the neighborhood in which the park is located. This has from the beginning been supplied most admirably in the architecture of both grounds and buildings, in the artistic treatment of interiors and exteriors, in the planting, and in the order and cleanliness of the whole. Such elements of the service convey no uncertain message to thousands of people each month in the year. Dirt upon the hands and faces of the children of the street rubs off when it comes in contact with the bathing facilities of the park. Likewise do art and beauty 'rub off' in contact with young folks in the park and are no doubt carried to homes in expressions of home improvement.

"In the congested neighborhood, with dwelling houses built like post-office boxes and void of front and rear door-yards, the new park becomes the common front and rear yard of the neighborhood. In such a service there are housekeeping, social, educational, and training problems such as every home with its front and rear yard filled with plastic young folks has ever expressed. The springs of good citizenship and all that is best in men and women have ever been traced to the home, with its front and rear yard equipped with opportunities for constructive play and contact with stronger personalities.

“Appreciation of these problems and possibilities in the service of the new parks has led to the development during the year under consideration of the department of field-houses and playgrounds. In the hands of this department has been placed the function of matching the excellent and efficient system of engineering, gardening, and mechanics with an equally efficient system of humanics.”



THE ORCHESTRA PRACTICE



## WHY TEACH A CHILD TO PLAY?

BY G. E. JOHNSON, SUPERINTENDENT OF PLAYGROUND ASSOCIATION, PITTSBURG, PA.

THERE are two somewhat paradoxical expressions often used by playground people. One is "vacation school," the other "supervised play." The paradox disappears, however, when we come to think of it. Both expressions are quite natural and logical. Vacation suggests leisure and the original meaning of the word school was leisure. Leisure has always been an essential in education and in human progress. The very nature of childhood and the gradual prolongation of human infancy illustrate this. Leisure is Time's most precious gift to man. The expression "vacation school," one might say, means very leisurely leisure, or very educational education. This is, perhaps, what Mark Twain meant when he said, "Don't let your son's schooling interfere too much with his education."





THE CHILDREN'S OWN GARDEN

One of the Notable Achievements of Modern Educational Science Gardening Popular Among the Young

The expression "supervised play" has particularly offended some people sensitive to paradox. The rapid growth of the playground movement has really raised seriously in the minds of some the questions, "Why should we teach children to play?" "Can play be supervised?" Recently in Washington these very questions were seriously debated in Congress and an appropriation for playgrounds was defeated on the ground that supervised play was unnatural, that you couldn't teach children to play. I was told that one of the distinguished gentlemen said, "You might as well try to teach fishes to swim as children to play."

The honorable gentleman was right, quite right, so far as he understood what he was talking about. I have much sympathy with those who note how far in our attempt to educate the child we have taken from him his initiative, who object to further encroachment upon the sacred domain of childhood. But the records of that debate show an entire lack of comprehension and much ignorance of the whole question. Of all things, the advocate of supervised play is trying to restore initiative to the child. That is just the reason why he advocates supervision. Why should there be all this sacred protection of the instinct of play by the honorable gentleman from Tennessee and not of other instincts as well? Hunger is deeper than instinct. Would the gentleman advocate that a mother should not supervise the appetites of her children? Or their hours of sleep? There is an instinct for cleanliness in animals even as low in the scale as insects. Would the gentleman advocate that a mother should not supervise the cleanliness of her child? That she should not supervise her child's instinct for creeping, for walking, for climbing? But these are a young child's plays. Play has always been supervised, has always been taught. A bird is taught its song by those of its kind. A schoolboy of mine reared a young robin and taught it to whistle. It would sing various notes, but never

once gave the call of a robin. There are authentic cases of young birds which learned to sing the song of foster parents and remained apparently ignorant of the call of their species. A song sparrow that was raised by goldfinches sang like a goldfinch and never like a song sparrow. Some English starlings imported into this country a few years ago have changed their song from that of their English ancestors to one almost like that of the purple grackle with which they sometimes associate.

The young of nearly all animals have the instinct of following. A little girl I knew reared a chicken which followed her and would not follow the mother hen. A chicken would follow any animal, a fox or a hawk, as soon as a hen, if it were not taught. A man raised some young ducks and kept the old duck from taking them to the water. After a certain time these ducks were taken to the water and they could not be made to swim. A kingfisher teaches its young to fish, a fox gives its live prey to its young to worry, a cat plays with her kittens and a dog teaches her puppies to wrestle.

Hands off the play instincts? Did instinct devise the mother plays? Did your child or the mother originate "This little pig went to market" and the scores of mother plays that have been common to all races and all times? In the excavations in Central America archeologists found baby rattles of clay and bone as old as Egyptian monuments, buried in graves with tiny skeletons. Did the babies or the mothers invent such toys? Mothers have always supervised the play of their little ones, fashioned their toys, taught them their games. Froebel himself based his mother plays upon what he observed mothers do with their children.

"You might as well teach a fish to swim as a child to play." Did a boy ever play baseball who was not taught by some one? A boy no more inherits the game of baseball than he inherits the Lord's Prayer. What a boy does inherit is an





#### SUPERVISED BASEBALL GAME

Betting, Blasphemy, and Unfair Play are Eliminated by Proper Regulation in a Public Playground





### PLAYING THE NATIONAL GAME

There is a Wide Field for Educational Effort in Teaching the Dignity and Value of Clean Sport

instinct for throwing, just as a bird inherits the instinct for singing, but not the song. When this instinct is not supervised, what happens?

Some Pittsburg boys were arrested and brought to the juvenile court. They had thrown stones at moving passenger cars in the ravine below them. In common with other boys they had the instinct for throwing, but it wasn't supervised. If it had been, these boys would have been given a ball field, and ball throwing would have taken the place of car stoning. Not long since I walked behind a group of schoolboys going home from school. A stray hen crossed the street and entered a vacant lot beyond. The boys saw her. Immediately a fusillade of stones flew about her until she had narrowly escaped up the bank beyond with a whole head upon her. If these boys had been carrying ball bats and mitts, I doubt that the hen would have been noticed. Boys have been taken to court for less serious offenses. Back in the dim ages before Adam, boys (or their prototypes) shied stones at birds in earnest. Ever since then, stones or other missiles have been thrown by each succeeding generation of boys. Throwing is a noble art and to-day is best exemplified in the baseball pitcher, whom above all men an American boy delights to honor. Baseball is a legitimate expression of the throwing instinct of which car stoning and hen baiting are the unsupervised form, and baseball the supervised.

Little Tim appeared in our juvenile court for stealing apples. He was warned and let go. Again he was tempted and fell, and again brought to court, placed under a probation officer and sent home. Once more complaint was made and Tim was again in court. In despair the probation officer took the boy aside and said: "Now, Tim, tell me honest, why do you steal these apples? Do you get so hungry for them you just can't help it?" The boy looked a little surprised, hung his head a moment and then said, "Why, I don't care much

about eating 'em, but I like to have old Smudge chase me." Chase him! And why not! Thousands of generations of boys before him have been chasing some real or fancied good or fleeing some real or fancied evil. If Tim's love of the chase had been supervised it would have been better. There was another boy whose instinct for the chase *was* supervised. Tag, hill dill, prisoners' base, and finally football were taught him and one day in a stadium, with twenty-five thousand people rising in enthusiasm to their feet, he carried the ball for a gain of fifty yards down a protected field. That fact is not much, but the qualities of mind and body that enabled him to do it, and perhaps also a sense of loyalty acquired and the consciousness of honor bestowed upon him have helped hold him in after life to a high standard of service and achievement. The love of chase born in Tim was the same as in the other, but the one was supervised and the other not.

Three boys were arrested for looting trinkets from a ten-cent store in Pittsburg. They had a rendezvous where they hid all their curious collections. Another boy I know was taken into a vacation school. He had been the toughest boy in the day school. He made a collection of bugs and butterflies. He caught caterpillars, fed them, made cages for them, watched them spin their cocoons, made a net, caught specimens and mounted them, and his collection at the end of the summer was something of a work of art. But all that time he did no mischief. Probably not one man in ten who reads my words failed in boyhood to make collections of something or other. Many kleptomaniacs gather most useless things, and who will say that the thief and the scientist do not sometimes take their first departure from each other because of supervised and unsupervised play?

We are gradually awakening to the realization of what the instincts have meant in the progress of the race and what they mean in education. The multiplying of instincts and the



enlargement of their application have determined the line of



A YOUNG SCOUT IN WINTER

all animal and human advancement. And yet today we are so far neglecting the instincts in our methods of education that what in our rapidly complicating social system might be our greatest security, often becomes the source of greatest danger. If we should make the briefest possible statement of so great a truth we would say that all the instincts of man and all lines of human achievement are included in these four instincts, namely, workmanship, imitation, competition and co-operation.

If you will have patience I should like to continue illustrations, all of which are taken from the records of our juvenile court. It may seem a striking statement, but it is nevertheless perfectly true, that no case ever appeared in the Pittsburg Juvenile Court or any other juvenile court in which the act committed was not prompted wholly or in part by some impulse which under other relations and other associations could not but be both right and desirable.



Some boys were brought before our juvenile court on the charge of malicious mischief. They had built a hut in a vacant lot. They were bad boys, I understand, and their methods were wrong, but their act comes out of the very heart of the instinct of workmanship. What would this world be had it not been for this instinct of construction? In this act of the boys centered several immemorial streams of heredity, like our great rivers into the Ohio, the instincts of shelter, of construction, of companionship. Had these play instincts been supervised and these very acts allowed proper expression, the majesty of the law would not have been offended and the divine right of these boys would not have been violated.

Some boys went into a nickelodeon in Pittsburg. The moving pictures showed "Fun in a Grocery Store." Not many nights later these boys broke in and entered a grocery store. They took very little away with them, but the store was a sight to look upon; bags ripped open, groceries scattered and cats left smothered in flour. We have long professed faith that example is better than precept, that the instinct of imitation has made possible to the race the perpetuation of the good and served as the basis for improvement, but in practical life we often abandon our children to evil suggestions and utterly desert them in one of the strongest passions of the human race, that of the drama. Why do boys play Indian, cowboys and robbers? A group of Sharpsburg boys were arrested and brought to the juvenile court. They had formed a club of outlaws, elected a chief, who wore a mysterious and awe-inspiring decoration, and they tried to carry out the practical side of their profession. This was the unsupervised form of a play of which the Children's Theatre of New York is the supervised.

The police and criminal courts are full of cases of misdirected rivalry and competition, the right expression of which has meant so much to the world. Boy gangs stoning and

knifing each other are unsupervised rivalry play, organized games the supervised. There is hardly anything finer in the social relations of men than the spirit of true sportsmanship that despises an unmerited advantage and that is master of victory and of defeat. Chivalry developed contemporane-



THE BOYS' WAND DRILL

A Valuable Form of Exercise Common in the Modern School Gymnasium

ously with the tournament and the joust. The evils of school and college sports are plainly due to lack of right supervision. In supervised play only do boys learn best the double lesson of how to bear defeat and how to temper victory.

Not long since, a gang of boys, fourteen in number, were arrested in Pittsburg and taken to the police station in a patrol wagon, because they had gathered together and were



“OH, WHAT A PICNIC!”

An Outing for the Little Tots that Was Cleverly Devised and Taught Them Many Good Lessons

hanging around the railroad station. They had been warned, but when they asked, "Where shall we go?" there was no answer. They had committed no mischief, but because they "socialized" in the warmest place they could find, they became transgressors of the law.

This getting together of youths whether in groups for loafing, in clubs, or in gangs, belongs essentially to the instinct of coöperation. Upon this instinct depends the capacity of a people for any great public or national achievement. The nations of the earth which stand in the front in human progress are the nations which have shown the greatest capacity for getting together, for coöperative action. This instinct developed to a high degree is absolutely essential to a true democracy.

"You might as well teach a fish to swim as a child to play." Evidently the gentleman from Tennessee is not familiar with the experiment with the tadpoles. These tadpoles were of the same age, size, parentage and general conditions. They were placed in a series of jars, regularly varying in size, some in the smallest jar, some in the next in size, and so on. All were treated exactly alike, so far as possible, save only as to the size of the jars. At the end of thirty days, it was found that the tadpoles had developed proportionately to the size of the vessel in which they were placed; the least developed were in the smallest vessel, the next better developed in the second vessel, and so on, the most developed of all being in the largest vessel.

Poplar Alley is a vessel where society has placed some human tadpoles. It is twenty feet wide and eleven hundred feet long. There are about four hundred little human tadpoles living in this alley and trying to learn to swim successfully in the great sea of life.

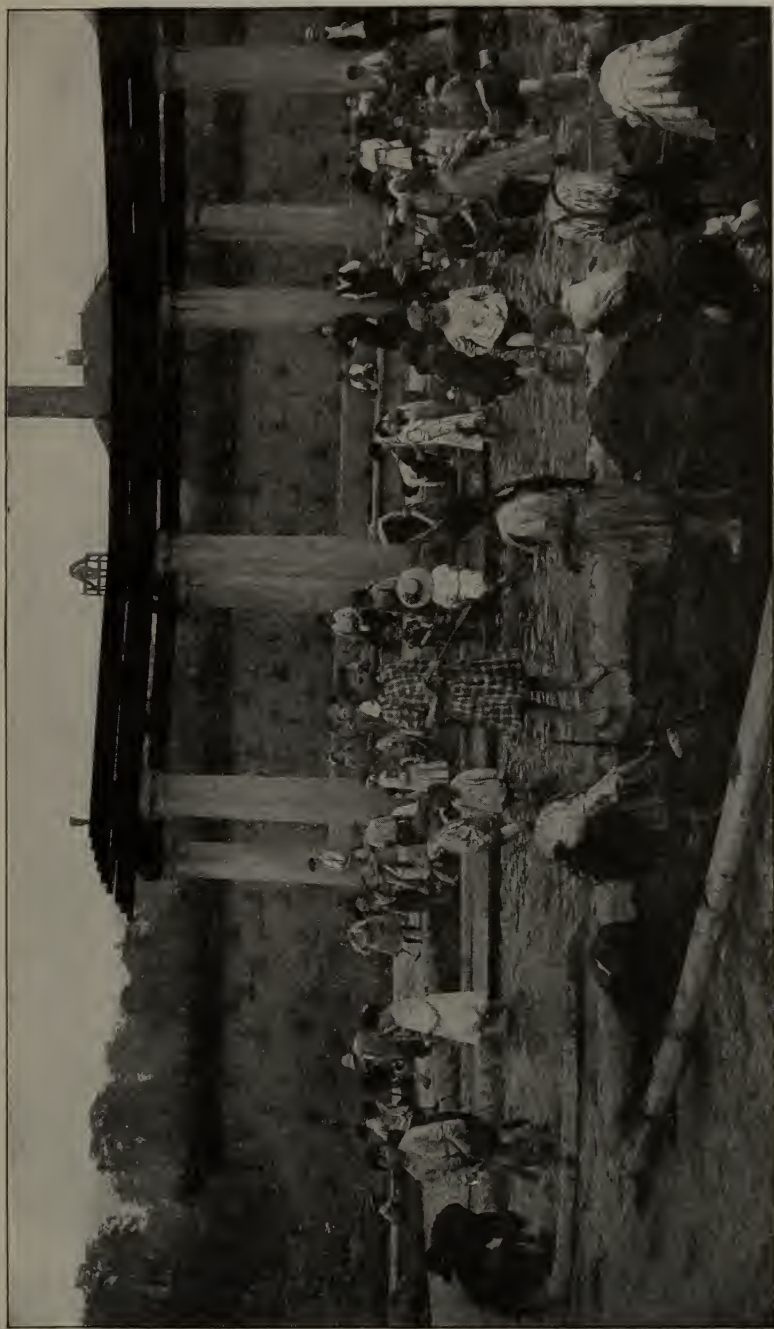
Is it not true that environment teaches, that a part of the teaching a fish to swim is to give it an opportunity to swim?



A part of the teaching a child to play is giving him an opportunity to play. From deep down in the child come the age-old unceasing calls for him to be something, to do something. No great mind, no great character ever blessed the race, who did not lay the foundation of his individuality, his might and his worth in answering to those deep calls of his nature. Oh, the pathos of the efforts of little children in some of the narrow crowded alleys of our city, vainly trying to achieve this self-realization! But there is no sufficient opportunity,—the material that formed the opportunity and the need for the nervous reaction of the race through thousands of generations of upward progress is wanting—no earth to dig in, no water to wade in, no trees to climb, no animals to tame, no fruit to gather, no seeds to plant, no banks to jump from, no natural dangers to flee from, no pursuers to dodge. Like drowning men in a great sea of need, they catch at the miserable straws of opportunity and sink, many of them never to rise.

I am reminded of what Luther Burbank says in "The Training of the Human Plant." He says: "Every child should have mud pies, grasshoppers, water-bugs, tadpoles, frogs, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water lilies, woodchucks, bats, bees, butterflies, various animals to pet, hay fields, pine cones, rocks to roll, sand, snakes, huckleberries and hornets. And any child who has been deprived of these has been deprived of the best part of his education." City children can never have any of these things unless we supervise their play environment, just as we are trying to do in Arsenal Park.

The playground enlarges the child's environment. It puts our little tadpoles in larger vessels. Society does not always appreciate how narrow the environment of many of its children is. Miss Kennard tells the story of a little girl in one of our vacation schools who said to her teacher: "Have you



### IN THE WADING POOL

Where the Small Children of a City Find Their Greatest Delight on a Sweltering Day in Summer

ever rode in the patrol wagon? My father has three times and mother once and when I get big I'm going to." A mission worker told her Sunday school class the story of Adam and Eve. Later she asked the children, "Where did Adam and Eve hide?" There was a pause, then came the answer, "Up an alley." It is a far cry from a city alley to the Garden of Eden. Perhaps if these children had attended a play festival they might have answered "Schenley Park." Last year at the Festival some children asked their teacher, "Do they really have grass and trees out here all the time?"

Every year our great rivers overflow their banks, endanger life and damage property. No one ever wishes that the rivers could be removed, for if they were, Pittsburg would be dead. One only wishes that proper channels could be provided. The immemorial streams of heredity in our boys and girls often break over the barriers of law and convention. We do not wish these streams could be removed, for if they were, the boys and girls would be dead. We can only wish that proper channels be provided. It is a hard lesson for us to learn that man's laws too often conflict with nature's laws and that the burden is put upon the children. It is pathetic when society allows its children, with much show of justice, to feel that law is their natural enemy. Not long since a group of boys met me on the South Side and appealed for a playground. They said: "We can't play in the schoolyard, we aren't allowed to play in the street. If we play in the brickyard the cop drives us off. We haven't any place to play." I was sitting on the porch of a well-known clergyman in Pittsburg. He had just called his two boys in from the street where they had been playing ball. They demurred somewhat, but happening to catch sight of a policeman they hastened into the yard and said: "Thanks, father, for the tip, the cop is coming." This antagonism of the boy against authority is greatly intensified in many cases and becomes a serious menace to his proper re-

gard for law. How can it be otherwise when the laws of a boy's nature impel him towards activities necessary for his best happiness and development, but which run counter to the laws of men?

Besides the normal activities that I have already mentioned, for which boys are sometimes arrested, the records of our juvenile court show that boys are arrested for such acts as building fires. It is in the blood of every child to build fires. No single step in human progress has meant more to the race than the conquest of fire. Boys are arrested for banging upon shed doors with stones to make a noise. It is a long journey from pounding hollow logs and beating tom-toms to a modern orchestra, but the kettle drum still persists as one of the instruments. Boys are arrested for going in swimming, for playing ball and for answering to the call of spring to the neglect of their schooling. All animal life is most powerfully affected by the advent of spring and wanderlust is common to all species. I once examined the records of a truant school and found that through a period of thirteen years there had always been a jump in the number of commitments in the spring. Had it not been for wanderlust the civilized world would still be comprised between the Tigris and the Euphrates and America would still be without a human inhabitant. It seems pitiful that the qualities that have led the race upward and have made it possible for it to be what it is to-day should be the qualities that lead many boys to their destruction. Who is a bad boy? He is one in whom the streams of heredity run deep and strong, in whom the virtues of his ancestors are expressed in a tireless energy. The good boy is like him, only he has had a fair chance. Other boys are just good—for nothing in particular.

What we need in our courts, in our lawyers, and our judges is not more law, but more psychology (and I dare express the same in regard to our legislators when voting on playground



appropriations). There was once a judge before whom appeared a perplexing case. When law failed him, when precedent was wanting, when testimony conflicted, he had recourse to psychology, and Solomon has been known through all these ages as the wisest of judges.

Why teach a child to play? One might as well ask why teach a child at all. Play was the mother of education. Species and races have advanced proportionately as they have played. Nay: as they have taught play. With what perfectly adapted and entrancing steps does play still lead the young child unto knowledge and efficiency! And when finally he is taken into the school, his education is effective proportionately as it gathers inspiration and force from the great "stream of humanity" which, vastly more than the individual himself, determines the issues of each individual life. To try to educate children otherwise is to fly in the face of the immutable purpose of God Himself, which He has revealed to us in the story of evolution.





## OPEN AIR SCHOOLS

THE INFLUENCE OF OPEN-AIR AND LOW-TEMPERATURE SCHOOL-ROOMS ON THE MENTAL ALERTNESS AND SCHOLARSHIP OF PUPILS.

By Frank G. Bruner, Ph. D., Assistant Director, Department of Child Study and Educational Research, Public Schools, Chicago, Illinois.

LESS than ten years ago a discussion of the topic of the open-air schoolroom would have been impossible, for the simple reason that aside from an isolated experiment at Charlottenberg, in Germany, seven years ago, there existed no material upon which to base it. The idea of placing children for teaching purposes under low-temperature conditions or in the open air is distinctively new. It marks a change in emphasis, in consideration of the child's and youth's education, from an almost exclusive regard for his mental equipment to a concern for his more comprehensive needs—the whole child in all of his relations. Yet many of us permit ourselves still

to be misled by the belief that education is a dual or multiple process, one set of activities having to do with mind, another with brawn, another with culture, and still another with morals, etc. Educational effort all too largely has simply failed to conceive that the child as a whole, his development as a coherent process, and his individuality in its integrity, should form the point of attack. Education, according to modern most progressive views, is concerned not alone with activities and process, but with the total environmental surroundings conditioning the child's growth and development. Comfort as regards seating, favorable lighting conditions, the elimination of physical and sensory abnormalities and handicaps, an optimum temperature in which to work, provision for a wholesome supply of fresh air; in fine, the entire routine of hygienic school accessories, are quite as much educational questions, and are so considered, as the place of numbers in the school curriculum or the methodology of the teaching of reading. As educators we should be concerned rather less with the efficiency of teaching methods and the immediate successes of our children and youth in the pursuits and callings which they will enter after leaving our schools; but we ought to be rather more concerned that the child's environment be such as to minister to a healthful development and growth. Happily, if the space allotted to hygienic questions on educational programs affords any criterion, this desideratum is at hand. We are coming to consider the child in his entirety, to know that the mental and the physical are not dual interacting organic processes, but that in relation to growth and development they are identical; that what ministers to one, ministers to the other equally; that fresh air and wholesome food are as essential to mental as to physical efficiency; and conversely that an active mind and congenial surroundings make for a sound body as well as

a sound mind. This leads us directly to a consideration of the topic under discussion—open-air and low-temperature school-rooms.

It may be inquired as to what is meant by low-temperature and open-air school-rooms? The open-air classrooms as operated in Chicago, New York, and most other places are pretty much alike. The first in Chicago were operated on the tops of buildings. Some are now conducted in regular classrooms with windows wide open and the provisions for heating not in use. In other respects the roofrooms and open-window classrooms are identical. In the roof classrooms a roof protects the children from the rays of the



NOT LITTLE ESKIMOS

These are Pupils of Open Air Schools in the  
Costume Prescribed for Their Use

sun and rain, and for walls there are used removable windows of muslin cloth. On the side of the room away from the wind these windows likewise, altho permeable to air, are removed, even during the coldest weather. Of course the rooms are not heated, but on very cold days the child, in addition to his own clothing, is provided with an Eskimo suit, a blanket, and a soapstone footwarmer. The enrollment is limited to twenty-five.





TAUGHT IN THE OPEN AIR

The Outdoor Schools are a Modern Means of Fighting the Dread "White Plague" and All Lung Diseases in Children Predisposed Thereto

The children for these rooms are selected by the regular school physician in consultation with the medical specialist who directly supervises the open-air classes, and they are entered only upon the approval of their parents. Of course, membership in these centers is limited to those who are tubercular, in the active or latent stage, and to those so anæmic that there is danger that tuberculosis will ensue.

The routine of the school day varies significantly from that in the regular classrooms. On reaching school in the morning the child is first given a bath in the school bathroom. He is then given a breakfast consisting of an egg, some oatmeal porridge, and all the milk he will drink. Then with frequent interspersions of physical exercises, games, and drills he pursues the ordinary school work till noon. At noon he is provided with a heavy soup or broth, two soft-boiled eggs, bread, butter, and jelly, a simple dessert, and again all the milk he will drink. After the noonday meal, partaken of within doors, the children again repair to the open air, and on cots provided for the purpose, and snugly wrapped in woolen blankets, sleep for an hour. They are then awakened and they pursue their regular school work until a quarter past three, when they return to their homes for the night, just as do other children.

In all of the exercises of the day pains are taken that the child shall enjoy every freedom that does not partake of license. He arises from his seat and walks about the room whenever he chooses, the aim being to maintain a cheerful and unstrained mental attitude, so that the circulation, digestion, and assimilative processes shall be stimulated and kept at a maximum. In these rooms the temperature and humidity of course fluctuate with the out-of-doors atmospheric conditions.

It will be seen from what has just been detailed that several factors other than pure air must be taken into account as possibly contributing to any mental alertness and improved scholarship that may result. They are: (1) a higher relative

humidity, (2) a liberal provision of nutritious food, (3) a smaller class membership (twenty-five as compared with fifty in the regular classes), (4) a freedom from restraint and consequent lowering of nervous tension and nervous dissipation, (5) a period of complete relaxation and recuperation in the middle of the day. So far as my knowledge goes, no attempt has anywhere been made to isolate these factors in a scientific manner, so as to determine the relative influence of each in contributing to health and accelerated mental growth. It would be clearly illogical to ascribe all of the improvement to the open-air régime. Indeed one would be clearly unwarranted in selecting any one of the factors enumerated and attributing any improvement noted to it alone.

We are practically altogether at sea regarding differences in constitution between impure, vitiated air and pure, wholesome air. We do know, however, that delicate tuberculous children and adults become stronger and get well out of doors, while they become weaker and die when confined in rooms in which others live with them, such as schoolrooms, dwelling-houses, and factories. Purity of the air, especially in cities, moreover, is affected by a number of complex factors, other than those simply of ventilation. Among others are the construction of streets, the amount of dust raised by vehicles of transportation, the disposition of waste materials in alleys and streets, noxious gases and soot particles thrown out of chimneys, which inevitably find their way into the air passages and lungs, bad teeth, noxious catarrhs, dirty clothing, and the unclean, ill-smelling bodies of those occupying the same room. It is thus not safe always to assume that the air is pure and vitalizing because one is out of doors.

It has been estimated that between thirteen and twenty thousand tons of sulphurous dioxid, not to mention particles of carbon in the soot, are poured into the air daily from the burning of fuel in such centers of population as Chicago and



New York, thus poisoning the air which must be breathed. Decaying cavities in teeth—and 60 per cent of children in many neighborhoods are afflicted with bad teeth—and chronic catarrhal conditions of the nose and throat are sending out millions of harmful bacteria all about us. The odors arising from putrid and catarrhal conditions, dirty clothing, and unsanitary bodies exercise a depressing influence on mental and physiological activities.

Dr. Sedgwick examined the contents of a cubic foot of air five feet above a macadamized street of a city when the dust had been raised by a brisk wind and found it contained approximately six hundred thousand micro-organisms, many of them extremely injurious. Fortunately most microbes do not get into the system. They are filtered out and oxidized in the upper air passages of the nose, which are peculiarly constructed to perform this function, and especially if the individual habitually breathes through his nose; but some, notwithstanding, find their way into the lungs.

But what is the main defect in the air of rooms poorly ventilated that makes it depressing and unfit to breathe? Investigations have been numerous, seeking to determine what are the constituents of expired air that make it unwholesome. The popular belief is that it is due to the presence of  $\text{CO}_2$ . But careful experimental investigations have proven conclusively that only under extremely extraordinary conditions is the amount of  $\text{CO}_2$  in a room in which people are living, or in a classroom or lecture-room, sufficient to affect, in any detectable manner, the physiological processes or mental work of an individual. Indeed, only a few instances are on record in which the ratio of eight parts in ten thousand—the alleged perfectly safe normal ratio—has been exceeded. Artificial ventilating systems which supply above one thousand five hundred cubic feet of air per hour for each inmate easily keep the quantity of  $\text{CO}_2$  below the required ratio. The Massa-





IN THE OPEN AIR SCHOOL

Windows are Opened Wide, the Atmosphere is Fresh and Clean and the Children are Suitably Clad to Secure the Best Results

chusetts law requires that the inflow of fresh air per person shall exceed eighteen hundred cubic feet, so that in classrooms the air practically never contains an injurious excess of carbonic-acid gas.

Pure air, moreover, does not imply that air shall be rich in oxygen and ozone. More oxygen does not necessarily mean more vitality. Concentrated doses of oxygen, indeed, in amounts of one part to two hundred and fifty, act as a poison on the human organism. They induce convulsions, inflammation of the lungs, and death. There is a small quantity of free ozone, to be sure, in the air, but ordinarily this does not reach the lungs; it is caught by the organic matter in the air passages leading to the lungs, oxydizing it and helps, therefore, to purify the air, but even a normal quantity of free ozone in the air may induce nasal catarrh, bronchitis, and asthma by the constant irritating of the mucous surfaces with which it comes in contact.

With reference to the anthropotoxins (the organic matters) exhaled in respiration, Brown-Sequard, Billings, Mitchell, and others have given us some definite experimental data upon which to base a conclusion. When expired air is condensed and liquefied, there results a clear, odorless liquid which contains only a trace of organic matter. Its effect on guinea-pigs and human beings when taken internally or injected into the blood is found to be wholly indifferent and harmless. Other experiments in which mice were compelled to breath the expired air, each of the other, when other conditions were normalized also gave negative results. The conclusion is thus forced upon one that other factors than deficient oxygen, excess of  $\text{CO}_2$ , or the presence of anthropotoxins are responsible for the devitalization of indoor air.

Of late there is a disposition to attribute the stuffiness and deadness of air in heated schoolrooms and dwellings to its lack of moisture, its low relative humidity as compared with the

out-of-door air. In the lake region in which Chicago is located the average outside humidity is in the neighborhood of 72 per cent, varying greatly, to be sure, from day to day, with fluctuations in temperature. In artificially heated rooms (schoolhouses, factories, and dwellings) the average relative humidity rarely exceeds 30 per cent. In Nebraska the relative humidity of artificially heated rooms seldom gets as high as 20 per cent for the winter months. These differences between the moisture indoors and out of doors are striking, but out-of-door variations are often quite as pronounced. Along the California coast, day after day, the average relative humidity may approach 100 per cent at dawn and fall to 22 per cent at noon. At Denver the out-of-door mean relative humidity for the entire year is only 42 per cent.

Attempts have been made to overcome the great differences between out-of-door and indoor relative humidity by a process of humidifying the air, and if we are to believe reports the results have been gratifyingly satisfactory. The air in the American Bell Telephone Building at Boston is kept at a relative humidity of 50 per cent by injecting into the entering hot-air current a jet of steam; 675 gallons of water (twenty-two barrels) in the form of steam is required for this purpose every ten hours. The practice of humidifying the air was followed also in one of the Chicago school buildings, but the results were not accurately tabulated, so it is impossible to state just how much the air was humidified. A few years ago some careful experiments on humidifying air were made by Professor Loveland at the University of Nebraska. These covered thirty days. Two seven-room houses, alike in construction and each heated by a hot-air furnace of the same make, were selected for experimentation. It was found that to raise the relative humidity of one 10 per cent above the other, as indicated by the hygrometer—i. e., from 20 per cent to 30 per cent—it was necessary to evaporate sixty-four gal-

lons of water daily. It was further demonstrated that the ordinary furnace or radiator pan, or vessels of water placed about rooms, affect the humidity so little that it is not registered by the hygrometer, which means the influence is less than a fraction of one per cent. Most persons will testify to feeling a considerable difference in the character of the air as a result of such evaporating devices, but the difference is unquestionably psychological rather than physical.

At the Boston Telephone Building it is asserted the rooms are as comfortable with a temperature of sixty-nine degrees Fahrenheit, relative humidity 50 per cent, as they formerly were at seventy degrees Fahrenheit and the drier air. The relation between dry or humidified air and bodily comfort is by no means a simple one. To determine exactly what this relation is requires a finer and more discriminating line of experimentation than has yet been undertaken. We know, for example, that a temperature of eighty to eighty-five degrees Fahrenheit with a high relative humidity is more oppressive than a temperature of ninety degrees Fahrenheit with a very low relative humidity. But what are the physiological effects of high and low humidity in temperatures ranging from sixty to seventy-two degrees Fahrenheit? We know little or nothing definite. After all, it is not the relative humidity of the air which is significant in affecting vital processes so much as the air's thirst or drying power. Thus air at fifty degrees Fahrenheit with a relative humidity of 36 per cent and air with a temperature of eighty-six degrees Fahrenheit and relative humidity of 80 per cent have exactly the same drying power. That is, to become completely saturated, each requires the same quantity of watery vapor per unit volume. A cubic foot of air at fifty degrees Fahrenheit, relative humidity 36 per cent, and a cubic foot of air at eighty-six degrees Fahrenheit, relative humidity 80 per cent, will each absorb .0,003,756 pounds of water, and hence the effect on the mucous tissues





AN OPEN AIR SCHOOLROOM

As the Health and Hardiness of the Children Improve They are Less Warmly Muffled Up and Sustain Cold Better

of the nose, throat, and lungs ought to be the same, although a relative humidity of 80 per cent, eighty-six degrees Fahrenheit, is considered high, while a relative humidity of 36 per cent is thought of as very low, when dissociated from the temperature of the air. Arid climates are generally not thought of as being particularly conducive to catarrhal affections. Neither do the wide ranges in humidity experienced along the California coast during the course of each day seem to be particularly unhealthful. Places of low relative humidity indeed appear to be famous as health retreats for those afflicted with bronchial and lung troubles. In truth, the humidity factor is still very largely an undetermined one, and before one can become assertive more will have to be learned as to how it affects physiological functions, and that under careful experimental conditions. Whether a room not heated beyond sixty to sixty-eight degrees Fahrenheit, with a relative humidity of 60 per cent, or 70 per cent, is as comfortable as one heated to seventy-two degrees Fahrenheit, relative humidity 40 per cent, is also still problematical. Dr. Hill claimed to have gotten very good results with a schoolroom temperature of fifty-seven to sixty degrees, relative humidity 70 per cent. German and English homes, moreover, are rarely heated above sixty-nine degrees Fahrenheit, but these peoples have accustomed themselves to a lower temperature. They are healthy, but whether under our different climatic conditions this would be true generally remains yet to be determined. In Germany and England sudden wide fluctuations in out-of-door temperatures do not occur. Rises and falls in temperature from twenty degrees to forty degrees Fahrenheit do not occur within the space of a few hours, as is common in the lake states, and their human organisms are not subjected to the strain of sudden adaptations to the changes they are unprepared for, as are ours. These sudden adaptations and other factors yet to be determined must be reckoned with in a con-

sideration of the optimum condition of the air for good health. Three factors conditioning the results obtained in open-air and low-temperature rooms have yet to be considered: (a) the influence of a small class enrollment; (b) the period of complete relaxation and rest in the middle of the day, and (c) that of wholesome food and proper habits of eating.

Inasmuch as the open-air rooms look to the improved health rather than to a bettering of the scholarship of the children, a general freedom and feeling of lack of restraint was encouraged. This is possible with an enrollment as small as twenty-five, whereas it offers a problem far more complicated when a teacher has larger numbers to handle. The children were encouraged to be happy, to forget their afflictions and the handicaps which caused them to fall behind in their class-work. The emotional reactions were striking. Truant habits were broken up, the aforesaid helplessness and mental indifference disappeared, and a consequent alertness and spontaneous interest in the routine of the school work developed. Not the small enrollment, to be sure, nor any other one factor alone was responsible for this change. It is more probable that each contributed its share, of which the part due to the small enrollment unquestionably was not insignificant.

It seems like indulging in platitudes to mention the rôle played by the factor of wholesome food. Many of the children coming to the rooms were injudiciously fed, and nearly all underfed. So weak, anæmic, and impoverished were their little bodies that even a modicum of mental vigor was altogether impossible. With the increased metabolism and the building up of their physical organisms there followed, very obviously, an acceleration in the mental responsiveness, which in the absence of all other factors would of course have been clearly manifest.

The importance of the last factor, that of complete relaxation and rest, is not often considered. Its significance, too, it





#### THE PERIOD OF REST

In the Open Air Schools the Children's Health Is the Main Consideration—They are Encouraged to Sleep Awhile After a Period of Study



is to be feared, is altogether too lightly held. During the past two or three decades a not inconsiderable number of studies have been made of school children, all pointing to the fact that the curve of fatigue during the school day runs astonishingly high. The reaction of the results of these fatigue studies has been in the direction of a rearrangement of the daily program, so as to put difficult and taxing studies at those hours when the fatigue curves were least manifest and to fill in the periods of high fatigue with recreation exercises. The advisability of allowing the children opportunity for complete relaxation, sound sleep, with a lowering of the pulse rate, a slowing down of respiration, a diminished metabolism, and a consequent recuperation of the nerve centers, had not received notice until put into practice by those dealing with children of low vitality and physical depletion—those with tubercular and anæmic tendencies.

The effect of this daily siesta in the way of enhancing the children's physical vigor and developing an increased mental alertness and plasticity, it is perfectly logical to believe, must be very striking. It doubtless contributed no small part toward developing more efficient school reactions on the part of the children in the open-air and low-temperature rooms.

Chicago's experiment with this special class of school-rooms has been too brief for us to become dogmatic. Yet some results which are fairly astounding have been attained. It is really unfortunate that it is impossible to isolate, differentiate, and assign the proper weights to the several factors responsible for them. On the mental side alone, children who had shown three and four years of retardation in their studies were able to complete the school work of one and a-half, and in four instances of two, grades in a single year. The truant records which followed many of the children of the schools disappeared. The discipline cases vanished, and the forcing process on the part of the teacher was displaced by a

wholesome individual initiative and interest. The maximum number of taps that could be made in a minute's time with a tapping device, in the course of three months, increased from 4 per cent in some cases to 23 per cent in others. There was observed an increased adaptability, a greater resourcefulness, a keener insight in the unraveling of puzzling situations, and appreciable development in persistence and tenacity in solving difficult and complex problems.

The fruits which the open-air and low-temperature rooms have yielded are well worth the financial outlay entailed, when the heightened physical and mental efficiency of the children, who were enrolled, are taken into account. A large percentage of the two hundred odd children who were given these special advantages would otherwise unquestionably have succumbed as a result of the deadly inroads of tuberculosis, and the economic loss resulting from the death or the physical and mental impairment of a growing individual is easily reckoned. In the aggregate the economic waste, aside from humanitarian considerations, would have been tremendous. As it stands, the children have been developed into producers, and thus through their contributions to society will far more than remunerate it for the additional expense incurred in a few months of their special education.

The possibilities, however, of making such school advantages as obtain in the open-air rooms more universal, rest largely upon financial grounds. The increased per-capita cost incident to maintaining such schools is of course prohibitive when considered in the large, and until some means for obtaining school revenues not now available is at hand, open-air rooms will have to be limited to those children whose health is in peril. They will have to be considered in the light of instrumentalities for recovering those who have gotten beyond the reach of the ordinary school and health agencies.

But the experiment of the open-air and low-temperature

rooms has had a wider import. As in the case of most activities for the amelioration of the condition of the unfortunates, there has resulted a reflex effect upon the habits and methods of ministering to the needs of normal individuals. Were no other effect manifest, the reaction which open-air rooms have had in directing attention to the proper ventilation of school-houses, dwellings, and factories, to directing attention to the need for pure air—as near out-of-door air as possible—on the part of all individuals, would be abundantly worth the effort and expense entailed. Only recently and all unconsciously has the human been making the transition from an out-of-door to an indoor dwelling animal and it always requires a rather intense agitation to bring to an individual's consciousness the necessity for modifying the conditions of his habitat so as to make his readjustment to a new order of life safe and wholesome. Such the focus of attention upon open-air school-rooms, it is hoped, has accomplished.



A MOTHERS' MEETING ON THE SANDS



# FOOD FOR CHILDREN

By ALICE P. NORTON

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**T**HE mother who wishes to do her very best in planning for her family and in helping them to keep well and strong, often finds herself much puzzled to know how to provide suitable food for her children, especially for those who have outgrown babyhood and who are beginning to share the family diet.

Her problems might be summed up in these questions:

What kind of food?

How much food?

When shall it be eaten?

What should it cost?

THE KIND OF FOOD

1. It should be simple and plainly prepared.

There should be no rich cakes and pastry, no highly spiced



food, no fried food, particularly for the younger children; there should not be too many things at the same meal—often only one or two dishes are best.

2. It should be easily digestible.

The digestibility of a food often depends on fineness of division. Children should be taught to chew thoroughly. Such foods as peas, beans and corn that might be swallowed without sufficient chewing, should be rubbed through a strainer for younger children, and served either as a vegetable or a cream soup. One reason why bananas are often indigestible is that they so easily slip down the throat in large pieces. For the same reason cheese is better mixed with macaroni or rice. Fresh bread that can be pressed into a gummy mass is very indigestible. Each child should be watched carefully for any sign of indigestion and its food changed accordingly.

3. It should furnish the material the body needs for growth.

Milk, cheese, eggs, meat, fish, cereals, bread, macaroni, peas, beans and lentils all contain a good deal of substance called protein, that is a muscle-building food. Children need a good deal of food containing protein, or they will not grow as rapidly as they ought, or have firm, hard flesh. Lime, phosphorus, iron, and similar materials, in the form of *mineral salts*, are needed for growth besides the protein. These are necessary to make good bones and firm teeth. They are needed, too, for the blood and other body fluids. Milk, and most fruits and vegetables contain a large amount of mineral salts. It is absolutely necessary that besides milk the child should have fruit and vegetables in its diet. Many children do not like vegetables, but they will eat them in Scotch broth, in a cream soup, or in a meat stew, and they can gradually be taught to like many kinds. Fruit for the little child should be cooked or scraped fine.

4. It should furnish energy, that is, heat and activity.

To make the child able to run and play as well as to keep him warm, he must have food that can be burned in the body, or fuel foods, and he must breathe in enough air to burn them.

Protein in the foods will furnish this energy, but protein foods are usually expensive. Besides, the body does not flourish as well if it has too much protein. The protein must be used chiefly to build the muscles and tissues of the body, with sugar and starch, called *carbohydrates*, and *fat* for fuel.

Milk, cream, cheese, butter, butterine, olive oil, fat meat, oatmeal, cornmeal, chocolate and nuts contain fats. Rice, wheat and other cereals, bread, macaroni, potatoes, peas, beans, and many vegetables contain starch. Milk and most fruits contain sugar. It is better for children to get most of their sugar from milk and fruits than from candy, because the milk and fruits contain the mineral salts that are so necessary.

5. Water is needed to cleanse the body, to regulate its heat, and to help the food to digest.

Nearly all our foods contain some water, while milk and most fruits and vegetables contain a great deal, but they do not have enough to supply all that is needed. Children should drink a great deal of water, several glasses a day. This may be taken either between meals, or at meal time, but the food must not be "washed down" with it. When the water is not safe for drinking it should be boiled. Tea and coffee should not be given to children. They hinder growth and take away the appetite for real food. Hot water with a little milk and sugar, or "crust coffee," made from toasted bread, will give a hot drink for cold weather.

#### THE AMOUNT OF FOOD AND ITS MEASURE

Every mother knows that the well, strong child who is active in play and work demands more food as he grows larger and older. If he has the right kind of food and takes it at the



THE MODERN DRINKING CUP

right time and chews it thoroughly, there is little danger that he will eat too much, and if food is at hand he will himself see that he has enough. But the less vigorous child, or the child who wakes up in the morning unrefreshed, perhaps because he has not had enough fresh air through the night, or the child who has bought candy or pickles on the way home from school and so temporarily satisfied his appetite, may not get enough food to make him grow as he should and to provide for his activity.

Whether he is gaining enough will be shown by weighing him; but whether he is pale, listless, irritable, because he has not enough food, is not easy to tell, or for some other reason. To help us to decide whether lack of food is the trouble, certain amounts have been determined upon that will be right for the average child, and we may compare the amount we are giving with these standards. Just as dresses are made up in sizes to fit different ages, so a certain amount of food is suggested for the child from two to five, from six to nine, from ten to fourteen. But just as a dress may not fit a child of the age for which it is planned, because the child is larger or smaller than the average, so the weight of the child, as well as the age, helps in showing how much food is needed.

It is not convenient to measure the food in pounds, because, as we have seen, our foods contain different substances of different values. Some foods, too, are nearly all water; and though water is very necessary, we can get it so easily that we do not think it of importance in food.

A convenient way to measure the amount of food needed is to measure the heat that may be obtained from it when it is burned. Protein, carbohydrates and fat can all be burned. Mineral salts cannot; but, though they are so important, they are very small in amount, and we nearly always find them with our protein, carbohydrate and fat. In order to measure the heat, we must have some unit of measure, and the one we use



is called calorie. Just as we say ten or twelve yards of cloth, so we may say ten or twelve calories of heat. A calorie is about the amount of heat that will raise the temperature of a pint of water four degrees Fahrenheit. A pound of starch, if burned, would raise the temperature of about 1,800 pints of water four degrees Fahrenheit, so we say a pound of starch yields 1,800 calories, or its *fuel* value is 1,800 calories.

For convenience many people now are comparing the amounts of various foods that have a fuel value of 100 calories.

2/3 of a glass of milk,	3 large prunes,
1 egg,	1 banana,
1 pat of butter,	1 good-sized baked potato,
1 thick slice of bread,	2 servings of carrots,
2 graham crackers,	1 small chop,
2 tablespoons of sugar,	1 small serving of beef,
2 apples,	

each represent about 100 calories. A child of two years should have each day about 1,200 calories, i. e., a glass of milk or an egg would be 1-12 of the food needed. The tables given below show the amount of food children of different ages and weights need.

Children of normal size, development and activity will require about as follows:

Boys of 14-17 years, 2,500-3,000 calories.

Girls of 14-17 years, 2,200-2,600 calories.

Children of 10-13 years, 1,800-2,200 calories.

Children of 6-9 years, 1,400-2,000 calories.

Children of 2-5 years, 1,200-1,500 calories.

Children of 1-2 years, 900-1,200 calories.

Children under 1 year should have about 45 calories per pound of weight.

Under 1-2 years should have about 45-40 calories per pound of weight.

Under 2-5 years should have about 40-35 calories per pound of weight.

Under 6-9 years, should have about 35-31 calories per pound in weight.

Under 10-13 years should have about 31-27 calories per pound in weight.

Under 14-17 years should have about 27-20 calories per pound in weight.

It must be remembered that the calorie is used only to measure the amount of food, and in planning of the food care must be taken that enough protein and mineral salts should be included. Fat in some form, too, is needed. A two-year-old child might get enough calories for one day from sugar; but the child would not grow, since there would be no material for making muscle or bones or teeth; while an equal number of calories supplied by milk would give this material. If the child has a "mixed diet," using milk, eggs, some meat, bread, cereals, vegetables and fruits, and has enough to eat, he can hardly fail to get all he needs of the right kind of material.

When shall the food be eaten?

1. At three meals at regular times, seated quietly at the table.

2. The little child needs more than three meals a day, so a mid-morning and mid-afternoon lunch should be regularly given.

3. The child of school age, too, needs usually a simple lunch in the middle of the morning. The school often gives a chance for this, since the children do much better work the latter part of the morning if they have had it. A simple lunch of milk and graham crackers, a cup of cocoa, an apple, or a bread and butter sandwich, is all that is needed. Candy should come at the end of a meal in place of dessert instead of before the meal.



"WE PLAY BASKETBALL"

## WHAT SHOULD IT COST?

This is almost the hardest question of all. The price of food varies so much in different parts of the country, in different parts of the city, and at different times, that twenty-five cents might buy almost twice as much at one time as at another. Fifteen cents a day seems, on the whole, a reasonable amount to spend for the younger children, while it takes a good deal of planning to make this enough for the older children. If the cost of food must be as low as possible, it is well to remember that the cheaper cuts of meat are as nutritious as the expensive ones, and that the extra cost of fuel for cooking them is very slight. Broken rice costs much less than whole grains and is just as good, except for appearance.

Butterine, beef fat, cotton seed oil products, may often be substituted for butter, and in cooked food the difference can hardly be detected. When meat and eggs are high, more dried peas, beans and lentils may be used.

Sometimes buying in bulk is much cheaper than by the package. It is worth while to find out whether a good quality of cereal can be bought in bulk for a less price than in the package. The labels on the package should be read, as what is called a pound package often contains as little as fourteen ounces. Crackers may be bought in bulk, if they are handled in a cleanly manner and kept in a clean place. Broken crackers may often be bought cheaply. Skim milk may often be used, and the needed fat added to the diet in a cheaper form than milk fat. By knowing what kind of food her family needs each mother is helped in substituting cheaper materials for more expensive ones whenever it is necessary, while still providing right food.

#### SUGGESTIONS FOR MEALS

Meals for children whose mothers work out all day. Noon dishes may be put in the fireless cooker.

MORNING	MORNING	MORNING	MORNING
Oatmeal	Mush and syrup	Creamed codfish	Hominy
Milk	Crust coffee (for		
Bread	a cold day).		
NOON	NOON	NOON	NOON
Scotch broth	Corn bread	Lentil soup	Cabbage, carrots
Dried bread	Apple sauce		and potato stew
Cookies			
NIGHT	NIGHT	NIGHT	NIGHT
Rice with	Red beans	Beef stew with	Macaroni and
mutton	with beef	vegetables	cheese

Food for one day for a child 2 to 5. Price about 15 cents.  
Fuel value, 1200-1500.



## BREAKFAST

Orange Juice: 4 tablespoons.

Cream of Wheat:  $\frac{1}{4}$  cup.

Milk:  $1\frac{1}{4}$  teacups.

Bread.

## LUNCH, 11 O'CLOCK

Pulled Bread: 1 oz.

Milk: 1 teacup.

## DINNER

Cream of Split Pea Soup: 1 cup.

Bread and Butter.

Rice Pudding with Raisins.

## LUNCH, 4 O'CLOCK

Graham Crackers: 2.

## SUPPER

Milk Toast.

Baked Apple.

Food for one day for a child 6 to 9. Price about 15 cents.

Fuel value 1400-2000 calories.

## BREAKFAST

Rice and Dates:  $\frac{1}{2}$  cup rice with 4 dates.

Milk: 1-3 cup.

Toast with Butter or Butterine.

## MID-MORNING

Milk: 1 glass.

Brown Bread and Butter or Butterine.

## DINNER

Fish Chowder: 1 cup to  $1\frac{1}{2}$  cups.

Crackers.

Rhubarb Sauce.

Cookies: 2.

SUPPER

Creamed Egg and Toast.

Milk: 1 glass.

Gingerbread.

Food for one day for a child 10 to 13. Cost about 15 cents. Fuel value 1800-2200 calories.

BREAKFAST

Oatmeal:  $\frac{1}{2}$  cup.

Milk:  $\frac{1}{4}$  cup.

Bread and Butter or Butterine.

Stewed Dried Apples.

LUNCH

Rice and Cheese:  $\frac{1}{2}$  cup.

Bread and Butter or Butterine.

Banana.

DINNER

Beef Stew: 2-3 cup, with vegetables.

Corn Bread and Butter or Butterine: 2 pieces.

Apricot Shortcake.





THE DRAWING CLASS

In the Modern Social Center Art is Encouraged and Promoted and Budding Talent is Soon Discovered



## THE SOCIAL CENTER

A MEANS OF COMMON UNDERSTANDING BY HON. WOODROW WILSON, GOVERNOR OF NEW JERSEY. EXCERPTS FROM AN ADDRESS DELIVERED BEFORE THE FIRST NATIONAL CONFERENCE ON CIVIC AND SOCIAL CENTER DEVELOPMENT, AT MADISON, WIS., OCTOBER 25, 1911.

I DO not feel that I have deserved the honor of standing here upon this occasion to make what has been courteously called the principal address, because five months ago I did not know anything about this movement. I have taken no active part in it, and I am not going to assume, as those who have preceded me have assumed, that you know what the movement is. I want, if for no other purpose than to clarify my own thinking, to state as briefly as possible, what the movement is.

The object of the movement is to make the schoolhouse the civic center of the community, at any rate in such communities as are supplied with no other place of common resort.



## READY FOR USE—THE MEANS OF CONCERTING COMMON LIFE

It is obvious that the schoolhouse is in most communities used only during certain hours of the day, those hours when the rest of the community is busily engaged in bread-winning work. It occurred to the gentlemen who started this movement that inasmuch as the schoolhouses belonged to the community it was perfectly legitimate that the community should use them for its own entertainment and schooling when the young people were not occupying them. And that, therefore, it would be a good idea to have there all sorts of gatherings, for social purposes, for purposes of entertainment, for purposes of conference, for any legitimate thing that might bring neighbors and friends together in the schoolhouses. That, I understand it, in its simplest terms is the civic center movement—that the schoolhouses might be made a place of meeting—in short, where by meeting each other the people of a community might know each other, and by knowing each other might concert a common life, a common action.

## SPONTANEOUS DEVELOPMENT

The study of the civic center is the study of the spontaneous life of communities. What you do is to open the schoolhouse and light it in the evening and say: "Here is a place where you are welcome to come and do anything that it occurs to you to do."

And the interesting thing about this movement is that a great many things have occurred to people to do in the schoolhouse, things social, things educational, things political—for one of the reasons why politics took on a new complexion in the city in which this movement originated was that the people who could go into the schoolhouses at night knew what was going on in that city and insisted upon talking about it, and the minute they began talking about it, many things became

impossible, for there are scores of things that must be put a stop to in our politics that will stop the moment they are talked of where men will listen. The treatment for bad politics is exactly the modern treatment for tuberculosis—it is exposure to the open air.

Now you have to begin at the root of the matter in order to understand what it is you intend to serve by this movement. You intend to serve the life of communities, the life that is there, the life that you cannot create, the life to which you can only give release and opportunity; and wherein does that life consist? That is the question that interests me. There can be no life in a community so long as its parts are segregated and separated. It is just as if you separated the organs of the human body and then expected them to produce life. You must open wide the channels of sympathy and communication between them, you must make channels for the tides of life; if you clog them anywhere, if you stop them anywhere, why then the processes of disease set in, which are the processes of misunderstanding, which are the disconnections between the spiritual impulses of different sections of men.

#### MEANS TO THE UNITY OF COMMUNITIES

My interest in this movement, as it has been described to me, has been touched with enthusiasm because I see in it a channel for the restoration of the unity of communities. Because I am told that things have already happened which bear promise of this very thing.

I was told what is said to be a typical story of a very fine lady, a woman of very fine natural parts, but very fastidious, whose automobile happened to be stalled one night in front of an open schoolhouse where a meeting was going on over which her seamstress was presiding. She was induced by some acquaintances of hers whom she saw going into the building, to go in, and was at first filled with disdain; she didn't like the

looks of some of the people, there was too much mixture of the sort she didn't care to associate with—an employe of her own was presiding—but she was obliged to stay a little while, it was the most comfortable place to stay while her automobile was repaired, and before she could get away she had been touched with the generous contagion of the place. Here were people of all sorts talking about things that were interesting, that revealed to her things that she had never dreamed of before with regard to the vital common interests of persons whom she had always thought unlike herself, so that the community of the human heart was revealed to her, the singleness of human life.

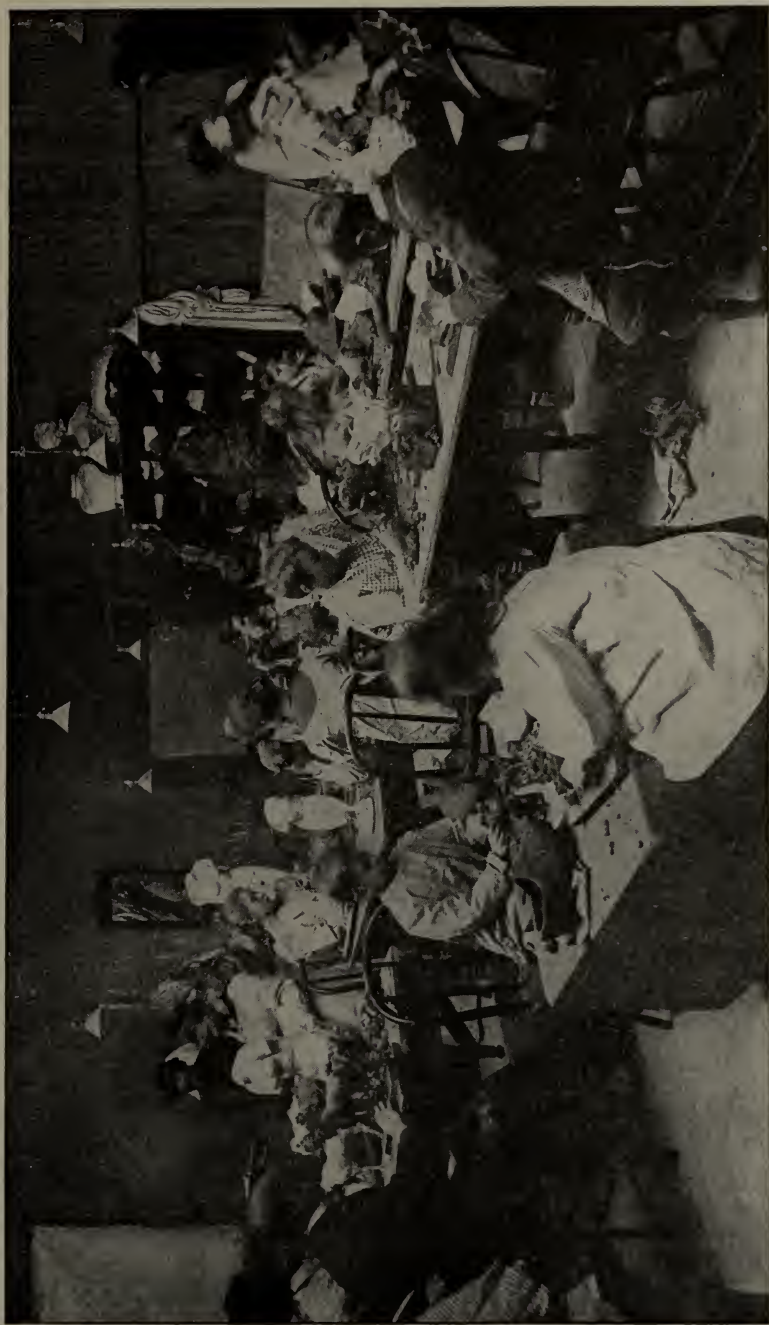
#### WORTH ANY EFFORT TO PROMOTE

Now if this thing does that, it is worth any effort to promote it. If it will do that, it is the means by which we shall create communities. And nothing else will produce liberty—you cannot have liberty where men do not want the same liberty, you cannot have it where they are not in sympathy with one another, you cannot have it where they do not understand one another, you cannot have it when they are not seeking common things by common means, you simply cannot have it; we must study the means by which these things are produced.

In the first place, don't you see that you produce communities by creating common feeling? I know that a great emphasis is put upon the mind, in our day, and as a university man I should perhaps not challenge the supremacy of the intellect, but I have never been convinced that mind was really monarch in our day, or in any day that I have yet read of, or, if it is monarch, it is one of the modern monarchs that rules and reigns but does not govern.

#### MEANS TO LIBERAL EDUCATION

I once made this statement, that a university was intended to make young people just as unlike their fathers as possible.



### MODELING IN CLAY

Plastic Art, Born in the Pupil, May Find Ready Means of Expression Where Modern Methods of Education Prevail



By which I do not mean anything disrespectful to their fathers, but merely this, by the time a man is old enough to have children in college, his point of view is apt to have become so specialized that they would better be taken away from him and put in a place where their views of life will be regeneralized and they will be disconnected from the family and connected with the world. That, I understand to be the function of education, of the liberal education.

Now a kind of liberal education must underlie every wholesome political and social process, the kind of liberal education which connects a man's feeling and his comprehension with the general run of mankind, which disconnects him from the special interests and marries his thought to the common interests of great communities and of great cities and of great states and of great nations, and, if possible, with that brotherhood of man that transcends the boundaries of nations themselves.

Those are the horizons to my mind of this social center movement, that they are going to unite the feelings and clarify the comprehension of communities, of bodies of men who draw together in conference.

#### WILL MAKE EASIER SOLUTION OF GREAT PROBLEMS

And so it seems to me that what is going to be produced by this movement,—not all at once, by slow and tedious stages, no doubt, but nevertheless very certainly in the end,—is in the first place a release of common forces now undiscovered, now somewhere banked up, and now somewhere unavailable, the removal of barriers to the common understanding, the opening of mind to mind, the clarification of the air and the release in that clarified air of forces that can live in it, and just so certainly as you release those forces you make easier the fundamental problem of modern society, which is the problem of accommodating the various interests in modern society to one another.

## FAITH IN PEOPLE JUSTIFIED

I do not wonder that men are exhibiting an increased confidence in the judgments of the people, because wherever you give the people a chance such as this movement has given them in the schoolhouse, they avail themselves of it. This is not a false people, this is not a people guided by blind impulses, this is a people who want to think, who want to think right, whose feelings are based upon justice, whose instincts are for fairness and for the light.

So what I see in this movement is a recovery of the constructive and creative genius of the American people, because the American people as a people are so far different from others in being able to produce new things, to create new things out of old.

## THIS MOVEMENT FUNDAMENTALLY AMERICAN

I have often thought that we overlook the fact that the real sources of strength in the community come from the bottom. Do you find society renewing itself from the top? Don't you find society renewing itself from the ranks of unknown men? Do you look to the leading families to go on leading you? Do you look to the ranks of the men already established in authority to contribute sons to lead the next generation? They may, sometimes they do, but you can't count on them; and what you are constantly depending on is the rise out of the ranks of unknown men, the discovery of men whom you had passed by, the sudden disclosure of capacity you had not dreamed of, the emergence of somebody from some place of which you had thought the least, of some man unanointed from on high, to do the thing that the generation calls for. Who would have looked to see Lincoln save a nation? Who that knew Lincoln when he was a lad and a youth and a young man—but all the while there was springing up in him as if he were connected with the very soil itself, the sap of a nation, the vision of a

great people, a sympathy so ingrained and intimate with the common run of men that he was like the People impersonated, sublimated, touched with genius. And it is to such sources that he must always look.

No man can calculate the courses of genius, no man can foretell the leadership of nations. And so we must see to it that the bottom is left open, we must see to it that the soil of the common feeling of the common consciousness is always fertile and unclogged, for there can be no fruit unless the roots touch the rich sources of life.

And it seems to me that the schoolhouses dotted here, there, and everywhere, over the great expanse of this nation, will some day prove to be the roots of that great tree of liberty which shall spread for the sustenance and protection of all mankind.





## CIGARETTE SMOKING

BY WILLIAM A. MCKEEVER, M. A., PH. M., PROFESSOR OF PHILOSOPHY IN KANSAS STATE AGRICULTURAL COLLEGE

ONE of the greatest menaces to our moral and intellectual well-being today is the fact that cigarette smoking is becoming a popular fad among boys and young men, while the use of a strong pipe is a close second in favor. Go where you will in this broad land of ours, and the pale faces, bleary eyes, trembling fingers and the foul stench of cigarette fumes tell the same pathetic story. This most serious blight upon the bloom and beauty of our American boyhood is chargeable to paternal ignorance and carelessness. For the past eight years I have been tracing out the cigarette boy's biography, and I have found that in practically all cases the lad began his smoking habit clandestinely, at an early age, and with little or no thought of its seriousness, while the fond parents perhaps believed that *their* boy was too good to engage in such a practice.



## MANY GOOD MEN SMOKE

It is not my purpose here to make an attack upon smoking in general. A majority of the best and ablest men of the country are smokers, and they unquestionably get a good deal of satisfaction out of their cigars and pipes. After a man has fully acquired the habit, smoking tends to drive away depression and to make him better satisfied with his lot and a more agreeable companion of men and women. By this I do not mean that the smoker has these advantages over the non-smoker, but rather that the former, through the re-indulgence of his habit, gets these results over and above what he has when he goes without his usual cigar. Out of one hundred such men whom I interviewed ninety-nine frankly admitted that smoking tends to injure the health and that they would not advise any young man to begin the habit. This practice is very offensive to many delicate natures, is somewhat filthy at its best, and disgustingly filthy at its worst, as the ordinary smoking-car will bear witness. Often, in public places, even refined women are forced to breathe the sickening fumes coming direct from the nostrils of some coarse, brutal cigarette smoker. Smoking is a practice entirely unnecessary to the development and refinement of the race, and it will in time doubtless go the way of the liquor-drinking habit.

## MOST HURTFUL IN CASE OF BOYS

But the serious nature, and even the cruelty, of this smoking habit among men is at once apparent when we consider its influence and its effect upon boys. I have tabulated reports of the condition of nearly 2,500 cigarette-smoking school boys, and in describing them physically, my informants have repeatedly resorted to the use of such epithets as "sallow," "sore-eyed," "puny," "squeaky-voiced," "sickly," "short-winded," and "extremely nervous." In my tabulated reports it is shown

that, out of a group of twenty-five cases of young college students, smokers, whose average age of beginning was thirteen, according to their own admissions had suffered as follows: Sore throat, four; weak eyes, ten; pain in chest, eight; "short-wind," twenty-one; stomach trouble, ten; pain in heart, nine. Ten of them appeared to be very sickly. The younger the boy, the worse the smoking hurts him in every way, for these lads almost invariably inhale the fumes; and that is the most injurious part of the practice. According to Dr. Sims Woodhead, professor of pathology in Cambridge University, cigarette smoking in the case of boys partly paralyzes the nerve cells at the base of the brain and thus interferes with the breathing and the heart action. And yet, all this debility and more, as will be shown later, is brought upon thousands of boys who innocently imitate the example of their elders. I am not quite ready to deny any mature man the right to smoke, but I am unwilling to concede him the right to permit his youthful son to take up the practice before maturity is reached.

During the past year I have made hundreds of sphygmograph records of persons of various ages, conditions of health and temperament, about one hundred of these being boys and youths addicted to the smoking habit. The record reproduced herewith is a representative of its class. It might not be out of place to explain that the sphygmograph is an instrument with a clock-work-and-trigger mechanism, and that it is adjusted at the radial artery, the records being traced on a strip of smoked paper. This delicate instrument records very satisfactorily the comparative strength, regularity and nervousness of the heart beat. It will also show very quickly any changes in the heart movement resulting from either mental or physical stimuli. It may be said, too, that there is almost as much individuality in "heart writing" as there is in hand writing. But with the aid of this instrument it is an easy matter to distinguish roughly between healthy and unhealthy con-

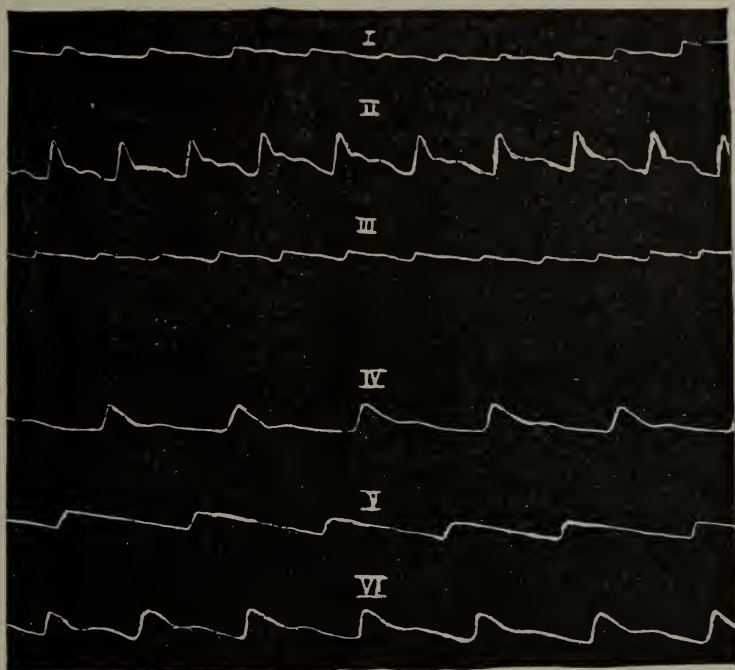
ditions. The discussion here will be confined to an attempt to throw additional light upon the nature and condition of the cigarette smoker.

#### HOW THE SMOKER'S HEART IS AFFECTED

There is much in illustrations like that opposite to warrant the conclusion that the habitual cigarette smoker's heart is very weak and feeble, except for the few minutes during which he is indulging the habit, and that the pulsations at this time are unduly excited. The diagram shows three records each of two different subjects. Numbers I to III show the heart action of a young man nineteen years old who began smoking cigarettes at the age of fifteen, and who inhales the fumes. The three records were taken without removing or readjusting the instrument, as follows: No. I, immediately before smoking, No. II during the indulgence of the habit, and No. III fifteen minutes later, after the narcotic effect had become apparent. Now, by reference to a normal diagram we may observe how this young man's heart should record itself, for the latter is a tracing of the heart pulsations of a young man of the same age and temperament. Nos. IV to VI, in the plate are representative of another inhaler twenty years old, who began the practice at thirteen. He now uses a strong pipe.

From the evidence at hand we are led to the conclusion that, in the case of boys and youths, cigarette smoking is very deleterious to the physical and mental well-being. Moreover, my investigations indicate that it makes very little difference in the effects whether the victim uses pipe or cigarettes, provided he inhales the fumes; and with few exceptions the young smokers are inhalers. The ordinary case exhibits about the following type of conduct: (1) While the craving is at its height the victim manifests much uneasiness and often much excitation. (2) During the indulgence the cheek is alternately flushed and blanched, the respiration considerably in-

creased, and the hands tremble. (3) About twenty minutes after smoking the muscles become relaxed, the respiration slow and shallow, the skin on the face dry and sallow, and there is an apparent feeling of unconcern about everything.



RECORD OF A SMOKER'S HEART ACTION  
(See Opposite Page)

#### SMOKING A MOST SERIOUS OBSTACLE TO STUDENTSHIP

The injurious effects of smoking upon the boy's mental activities are very marked. Of the many hundreds of tabulated cases in my possession, several of the very youthful ones have been reduced almost to the condition of imbeciles. Out of 2,336 who were attending public school, only six were reported "bright students." A very few, perhaps ten, were "average," and all the remainder were "poor" or "worthless"



students. The average grades of fifty smokers and fifty non-smokers were computed from the records of one term's work done in the Kansas Agricultural College, and the results favored the latter group with a difference of 17.5 per cent. The two groups represented the same class rank; that is, the same number of seniors, juniors, sophomores, and freshmen.

The ordinary cigarette-smoking student often has a very peculiar experience in his effort to prepare his daily lessons, about as follows: He goes to his room in the evening with the full intention of studying and opens his text-book, but a certain feeling of nervous uneasiness soon leads his hands automatically to roll and light a cigarette. He indulges the habit a few minutes when, *presto*, the lesson task which a while ago looked serious and urgent now appears trivial and unnecessary, and he accordingly neglects it. He is now affable and companionable, but the higher moral judgments have lost their value to him and he is now ready to yield to the evil suggestions of others. The partial brain paralysis resulting from the smoking makes the victim regard with indifference the most sacred promise he has ever made to anyone, and he is likely to violate it upon the slightest provocation.

A study of the literature on the effects of smoking, years of medical examinations of boys and men, experience in teaching hygiene, and the results of this study, have led Dr. George H. Meylan of Columbia University to the following conclusions:

1. All scientists are agreed that the use of tobacco by adolescents is injurious; parents, teachers and physicians should strive earnestly to warn youths against its use.
2. There is no scientific evidence that the moderate use of tobacco by healthy, mature men, produces any beneficial or injurious physical effects that can be measured.
3. There is an abundance of evidence that tobacco produces injurious effects on (a) certain individuals suffering

from various nervous affections; (b) persons with an idiosyncrasy against tobacco; (c) all persons who use it excessively.

4. It has been shown conclusively in this study and also by others that the use of tobacco by college students is closely associated with idleness, lack of ambition, lack of application, and low scholarship.

#### PREVENTION THE PRACTICAL SOLUTION

Prevention is the only practical solution of this cigarette or boy-smoking question. Boys take up the practice in innocence, "just for fun," and are usually its victims before the matter is detected by their parents. Any normal, healthy boy will learn to smoke if thrown among young smokers without any caution or restraints from those in authority over him. After the parent discovers the fault there is often a pathetic struggle, perhaps attended by many maternal tears, and then a compromise. That is, the boy tries in vain to quit and finally agrees to compromise on a pipe. But he will likely violate every rule of good conduct ever taught him by his parents before he will give up the habit entirely. All his best mental attitudes and disposition now come to him as a result of his smoking, and the converse is true whenever he attempts to quit.

But parents must learn more about the nature of this insidious habit and prevent its being taken up. The following methods of prevention have been reported effective: (1) Begin to talk to the boy as early as his sixth or seventh year about the matter and make a strong appeal to his sense of honor. Do not be too insistent and threaten to inflict punishments, but indicate rather that you think him too worthy to take up such a practice. (2) Offer to set aside some material or pecuniary reward to be paid when he becomes of age, provided he continues his total abstinence, and add to this the sentiment that he may then do as he pleases. Never ask a boy to pledge away in advance the years of his manhood. (3)

Remind the boy in every possible way how much concern you have for his well-being, and how much you are willing to sacrifice for him, and how anxious you are to be true to him and to help him. He will then likely never break faith with you.

(4) Keep in touch with the boy and know at all times his joys and hopes and aspirations. Be his companion and advisor and true friend and he will respect your wishes in regard to him.

It is the misfortune of most boys and some girls to be misunderstood by their parents. There is no nobler and more praiseworthy service to be performed by parents than that of presenting to the world the rare gift of well-born, well-reared sons and daughters. Let all parents study their children more and learn to be their exemplars and boon companions, and humanity will receive a great benefit as a result. There is latent within the ordinary boy much that is clean and ennobling and inspiring. Find it, fond parent, and bring it to realization, and you will live to see the day when a Beneficent Providence will reward you richly for all the care and painstaking it involves.

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Prof. McKeever is the author of an excellent series of Home Bulletins on this and kindred subjects, which may be obtained by addressing him at Manhattan, Kansas. The only charge is 2 cents per copy to cover postage.





## WORK AND SAVING

BY WILLIAM A. MCKEEVER, M. A., PH. M., PROFESSOR OF PHILOSOPHY IN THE KANSAS STATE AGRICULTURAL COLLEGE

**T**HERE is no good reason why any ordinary boy should not be taught to work and to save and finally to have a small bank account of his own, provided he be given reasonable instruction in regard to the matter. Moreover, this instruction will prove in the end to be as profitable in every sense as that given on any other conceivable subject, for it will become a great moral force.

As the boy grows toward maturity he must be aided in finding work suitable to his age. An easy, quick method of earning money is likely to demoralize him, rendering him dissatisfied with a reasonable reward for what he does. Many a boy of ten or twelve years is spoiled for life as the result of having served as a page in some legislative body at \$3 per day while, as a matter of fact, he was not earning more than thirty



cents per day. Rather let the work required of the growing boy be somewhat rough and health-giving, and then pay him little more than you would any other boy for performing the same service. Practical, business-like methods are advisable in all such cases.

Boys living in town and city are reported to be earning small sums in various ways, both within and outside of the home; as, sawing wood, tending gardens and furnaces, taking care of live stock and business offices, cleaning windows, selling milk, papers, and novelties, working on farms during vacation. Let the work be difficult while it lasts, but avoid placing the boy to work in the midst of evil influences.

It is, of course, easy to find work for the country boy, but many farmers fail to give their sons an opportunity to receive a money reward for a part of what they do. The ordinary growing boy should not be required to be wholly self-supporting, even on the farm. The best rule reported to us is in substance this: Start the boy by giving him a small plot of ground to tend, either in the field or the garden; or, give him in exchange for some service a domestic animal, such as a pig or a calf. In any such case direct him carefully and allow him only a reasonable share of the profits. A certain farmer, a somewhat typical case of error, gave his twelve-year-old son a runty calf. The latter cared for the unpromising animal with much interest and enjoyed many happy moments thinking how he would finally spend the money thus earned. In three years the runty calf grew into a fat steer and brought \$60 on the market, but the misguided father kept the money and put the boy off with another calf. Some years later he wondered why his son should persist in leaving the farm for an untried field of activity. How much better to have given the boy the \$60 so faithfully earned and to have guided him judiciously in the use of it. It is a serious blow to a boy's moral character to have his own father's honesty thus brought into question.

A most sensible statement, written by a thoughtful, judicious father, follows: "I always try to teach my children that the place to begin in any enterprise is at the bottom, then climb. Last spring my twelve-year-old boy expressed a desire to try to make some money raising chickens, and he asked permission to take full control of the flock. But he was practically without experience, so I suggested that he begin on a small scale and prove his ability first. I finally agreed that he should see how many he could raise from two settings of eggs. The result was he got twenty-six chicks and sold them on the market for \$7.97. This sum formed the nucleus of a bank account which in a short time has grown to \$12. Now, I shall use my influence toward helping him to keep that account growing, be it ever so slow."

#### HELP THE BOY TO OPEN A SAVINGS ACCOUNT

After he has been taught to work and to earn money honestly, then it is all-important that the boy be instructed carefully in the matter of saving. Many can earn, but few can save. The evidence goes to show that a bank or trust company, usually local, furnishes the most common and satisfactory means of saving. The relation of these institutions to the boy depositor is almost always one of helpfulness and encouragement. It matters not how little the lad may be earning, see that he saves a portion of it. Give him a toy bank at first, and as soon as he has accumulated a half-dollar or more have it placed to his credit in a bank of deposit. Develop his interest in the matter by talking to him and by taking him to the bank with you, where he may see the papers made out. On the writing stand in the bank will be found deposit slips. In the proper blank spaces on one of these write the date, the boy's name, and the amount to be deposited. Hand the slip to the teller and he will do the rest. Try to develop in the young financier's mind some reasonable purpose for which this money

is being saved, and lead him by degrees to have fond anticipations of its final use. When practicable, have the boy's savings deposited in an institution that allows interest on such accounts, explaining to him just how money grows when bearing interest. Some banking institutions will offer as an investment small interest-bearing securities, sometimes netting the purchaser as high as five per cent or more.

#### OTHER MEANS OF SAVING

In the home town or city there is often a local building and savings association in which a share can be secured for the boy. Fifty to sixty cents paid in monthly will, at the end of about ten years, amount to \$100. One judicious father who is following this plan reports: "This is a splendid thing. As a result of watching this account grow my children have learned much about the practical uses of money." Let the parent investigate this means of saving.

Running at will upon the streets and into the stores is the boy's first step on the road to financial recklessness. "Give him, say, a quarter and send him to the store to spend a stated part of it with the understanding that he is to return with the balance." Do not be too close with him. A growing boy should be permitted to indulge that "sweet taste" reasonably often, but on some occasions he must be argued into passing the attractive shop or store without yielding to his desire to spend. Much urging and explaining may be required at first, but in time he will learn to carry his own money and to spend a part of it reflectively while he is holding back a certain portion to place in his savings account. The youth that can do this is well on the road to financial integrity, and his moral strength and self-respect are also much enhanced.

#### A SAVINGS ACCOUNT AT SCHOOL

Without doing much extra work teachers and principals of schools may institute and manage pupils' savings accounts

in about the following manner: Let the children bring their pennies and nickels and deposit them in a general fund. In a book suitable for the purpose write the names alphabetically and keep each personal account separate. An advanced pupil may be trained to keep the records. By means of short talks and explanations the teacher may develop an interest in this matter of saving, but care should be exercised against undue excitement and rivalry. For this reason it is considered inadvisable to read off the accounts before the members of the school. No true banker would treat his depositors in any such way. There will necessarily be a wide difference of pupils in their ability to accumulate, owing to variations in home conditions. So, avoid making any comparisons that will tend either to offend or discourage, and do not hold up to public condemnation any pupils who may not be patronizing the school bank.

The money taken in should be deposited in a sound local bank, the child drawing an order on the teacher when he desires to obtain his money. The school board may be willing to pay for printing the deposit slips and check blanks, thus aiding the cause not a little. When practicable, the accumulations of the pupils may be placed in a savings institution that will allow a small rate of interest. This advantage might at least be offered to all who will deposit their account for six months or more. In every case where the teacher deposits the money in his own name, he should be securely bonded.

Those who have had experience with this school-savings affair report that it is very necessary to enlist the coöperation of the parents. Every child which is being taught to save should be aided in the matter of planning to spend his money for some worthy purpose, although this purpose may frequently be changed as the child and the account grow. In order to accomplish all this work with the minimum of interference with other school duties, it may be found advisable to



have a "banking day," say Monday or Friday at the close of the afternoon session.

#### TEACH THE BOY TO SPEND JUDICIOUSLY

By degrees, as suggested above, the boy acquires sufficient self-resistance to enable him to return from the store with some money in his pocket. This is his first step in wise expenditure, for it is certainly indicative that he is proceeding thoughtfully. One father inculcates this first lesson by giving his young son the usual weekly allowance only on condition that he has kept and saved for his bank account a stated portion of the sum received the preceding week. Try paying your eight-year-old boy, say forty cents each Monday morning for the performance of certain reasonable home tasks, with the specific arrangement that he may spend fifteen cents of it as he pleases while the remaining twenty-five cents is to be brought back Saturday evening either to go into his savings account or to be invested under your direction.

Explain to your children the source of your own income (if you are not ashamed of it) and the fact that there is a limit to the ordinary bank account. Many children believe that you simply have to go to the bank and ask for it in order to obtain money. Talk over occasionally with the boy the family expense account, especially that relating to himself, with now and then an expression of the pleasure you take in planning and working and spending for him so long as he is worthy of it. Take him with you on your shopping errands once in a while and give him some practical lessons in spending judiciously. Thus he will gradually grow reasonable and sympathetic in regard to the family budget and amply considerate of the way in which his own money should be used.

#### PRACTICAL LESSONS IN GIVING

In the course of all this instruction, guard with care against miserliness. The ultimate aim of his teaching is not that of

qualifying the coming man to accumulate wealth, but is that of developing to youth moral self-reliance and an otherwise efficient personality. Then, he will naturally become initiated into a successful business career. The man who is provident and careful in husbanding his resources has a great advantage over his financially incompetent neighbor in such matters as true kindliness, rational generosity, and high spirituality. So, teach the child from the beginning some little acts of altruism. What he has is not to be regarded as existing for his own sake so much as for the sake of what he can achieve with it by way of making the world a worthier place of habitation. Doubtless every ordinary parent believes in some such good thing as the Sunday-school, the benevolent society, and the charity and relief associations. One or more of these will offer an opportunity for training the boy to give his mite systematically to a worthy purpose. Reason with him gently and enlist his interest in buying a present occasionally for another member of the family, or for some deserving person outside of the home circle. Remember, however, that over-generosity is one of the characteristic follies of the spendthrift.





GIRLS IN THE GAME OF BASKET BALL, AT HULL HOUSE, CHICAGO



## REARING BOYS AND GIRLS

BY WILLIAM A. MCKEEVER, PROFESSOR OF PHILOSOPHY IN THE  
KANSAS STATE AGRICULTURAL COLLEGE

"The greatest evil of today is the incompetency, ignorance of parents, and it is because of the evil that others exist," says Mrs. Theodore W. Birney, Founder of the National Congress of Mothers.

**T**HIS is a great age for the breeding of thoroughbred horses, hogs and cattle, but not especially an age for the improvement of the race of men. If an ordinary farmer chances to have a horse that balks in the harness or a cow that runs off the reservation he needs only to write to the nearest government experiment station in order to secure, free of cost, a carefully prepared bulletin on the subject, and perhaps along with it a helpful letter from a high-salaried expert. But if the refractory creature chances to be his 16-year-old son or his



fledgling daughter, the perplexed ruralist must fight out the case alone, or aided only by a despairing wife.

Underlying all complex work of child rearing is a well-developed science, psychology, which ought to be required in an elementary form in all secondary school courses. Later, every prospective parent should be required to take a thorough course of training in the psychology of child development. Such a training will, in my opinion, do more to save the boys and girls, and the whole country, than any other discipline that can be offered. If the various women's clubs would devote one-half the time they give to the study of Shakespeare and Browning to the pursuit of a well-planned course in child psychology the results in behalf of the growing generation would be well-nigh sensational.

#### AN OUTLINE COURSE OF INSTRUCTION

We want a better race of men and women, and in order to bring such a thing about we must produce a better crop of boys and girls. However, as yet the scientists have worked out no complete set of laws or rules governing the matter of improving the human race through better breeding. It is encouraging to know that there is much research work being undertaken just now that will in time prove exceedingly helpful. So, while we are waiting for the scientists to bring forward their sounder principles there are a few rules of psychology and pedagogy that can be safely adhered to in giving eugenic instruction of an elementary nature to the young.

Therefore, in order to give the many thousands of willing parents and teachers a more definite scheme of carrying out the good intentions they already possess, the methods of procedure below are suggested. Let all who are interested in bringing about an improvement of the race through the education of public sentiment join hands in this cause and thus protect the unquestioned rights of the generations yet unborn.

EUGENIC INSTRUCTION PREPARATORY FOR MARRIAGE

1. Inculcate in the young early the sentiment that the marriage of persons infected with any form of tuberculosis is extremely inadvisable, such a marriage being almost certain to lead to consequences that will multiply the sorrows of the two persons first concerned and transmit disease and premature death to many of their posterity. While the latest conclusions of science indicate that this "white plague" is not directly inherited, the offspring of tuberculous parents seem to show a heightened susceptibility to the disease. Moreover, even if the factor of inheritance be not considered, there is still left to the child of the parent so diseased the fatal possibilities of infection.

2. Discourage in like manner the thought of marriage of a person born with any physical abnormality. While some such marks may be mere life-time acquisitions, many of them are outward expressions of deep-seated, congenital defects. Their reappearance in the offspring is therefore highly probable. Such defects constitute a more or less serious menace to success in life, and therefore a degree of unfitness for marriage.

3. Call for the same careful consideration in reference to epileptics, describing to children and youths just what this disease is like, citing as an illustration the numbers who now fill up the epileptic wards of asylums. Inculcate the most kindly and sympathetic regard for any one who may be a victim of this disease, but at the same time make it plain that those afflicted with it, especially in its incurable forms, are not fit to have a part in the continuance of the race.

4. There are many among us who have inherited an uncertain degree of the taint of insanity or imbecility, or at least who are members of families that have been transmitting these diseases for many generations. Young men and young women can be made aware of such facts as these so that they

will very naturally shrink, when maturity is reached, from forming life companionships with such persons. The records of many cases show no instances of a mentally normal child born of parents both weak minded. On the other hand, there have been many imbecile children born of parents only one of whom was so affected. The children of the insane are not necessarily doomed to such a fate, but there is now a widely accepted theory that they inherit certain brain structures that tend to give way under conditions inducing insanity more readily than in case of normal persons.

5. While it has not been proved that inebriety is directly transmissible, two adverse conclusions concerning drunkards have been definitely reached.

(a) Once a young man becomes addicted to the habit of drinking intoxicants, he will contend very strongly to keep it up or go back to the habit even after a long period of abstinence. Teachers and parents of young girls should have at hand a long list of instances of young women who have married young men addicted to the drinking habit, misguided by the fond belief that the latter had permanently discontinued the practice. The records of the majority of such cases will prove beyond a doubt that the undertaking was fraught with terrible consequences of sorrow and suffering.

(b) Although it is now apparent that the appetite for drink is directly inherited, there is a vast amount of evidence to show that the children of the inebriate have some tendencies to a weakened body, low vitality, and probably an unusual inner craving for something that will stimulate. A thoughtful teacher or parent can easily find concrete examples upon which to base instruction that will help to eliminate the inebriate as a factor in the race.

6. The earth is becoming, or is destined to become not long hence, very densely populated. In every part of the world we now find the people consuming their bread fresh

from the fields. In the opinion of some of the greatest living students of agrarian subjects the problem of bread production has already become the great problem of the race. It is serious to think that in time the law obtaining in the animal world, viz., the law of struggle for food and the final survival of the physically fittest, may become prevalent among men.

Hence, the apparent necessity of breeding a race of bread winners, and the further necessity of teaching young women anticipating marriage how to recognize in young men the marks of industry and frugality. In the same careful and practical way, young men may be taught early how to recognize in young women the traits of character that are most potent in promise of conservative home-keeping.

7. Extensive inquiries of the present day tend to show that there is little or no direct inheritance of criminality. The most conservative students of the matter claim to be able to show that not less than ninety per cent of the children born to criminal parents are at birth free from any unusual predisposition toward criminal acts. But criminal conduct is both positive and negative in character. That is, it may be deliberate and premeditated, or it may be a result of yielding to temptation. There is some evidence to warrant the conclusion that a congenital weakness of the latter kind may be transmitted from parent to child. At least, in view of the present knowledge about this matter, society seems entitled to the benefit of a doubt. So, the marriage of any normal person known to be of marked criminal lineage should be actively discouraged.

#### DRINKING AND SMOKING

The uses of alcohol, tobacco, and other stimulants, narcotics and irritants are to be regarded as more or less serious menaces to the well-being of the race, even if we admit that the appetite for none of them is inherited. Alcoholism is being gradually driven out of the United States. It can not endure



the higher tests of our modern civilization. In some states teachers are required to instruct pupils in regard to the hurtful nature of alcoholic stimulants. Such laws should be made general.

There is coming a time when the tobacco using practice must pass a test of utility and fitness or else yield its place. This is today the most general and the most overmastering of all racial habits. So strong it is, in the case of thousands of men, that its demands for satisfaction take precedence over the demands of the family for bread. That the tobacco-using habit is highly destructive to the mental, moral and physical efficiency of boys has been proved beyond question. That it, in its net results, is beneficial to men has not yet been shown. That the enormous amount of capital and labor and land now devoted to the tobacco industry might better be devoted to the production of bread for the hungry millions seems to admit of no room for debate.

To prevent boys and youths from beginning the use of alcohol and tobacco is a comparatively easy matter, provided known methods be applied. To break up the fully acquired habits of such use is, in most cases, a practical impossibility. Therefore, it is strongly recommended that all interested persons exert their efforts in behalf of prevention. Furnish parents and teachers with detailed methods of instructing and training the young to abstain from the foregoing evils and the race will soon reap the reward.

Children may have much better instruction in reference to self-support, a form of training which has its foundation in carefully planned work. Idleness is a kind of disease. The hungry soon take on many of the marks of degeneracy. There can, with a little thought, be made out a reasonable schedule of work and study and play for the growing boy of any ordinary age and condition, a provision which will tend all along to fit him for his permanent life work. But mere training after a

plan is not sufficient. The youth must be talked to about the matter of a life work—not urged or required to choose early, perhaps not till after full physical and mental maturity, but talked to with a thought of imbuing him with the necessity of gradually finding and working out for himself a plan for his mature life.

The ability of the individual to perform some kind of work creditably or to manage some one of the important affairs of life successfully lies at the foundation of all that is best and most stable in our modern society. Unquestionably every normal boy and girl is very well fitted by nature and can be still better fitted by training to perform worthily some kind of work. Then, let parents and teachers begin early to make a careful study of the boys and girls under their charge with a view of training them in habits of industry, and finally with a view to guiding them successfully into the vocation for which they are best adapted by nature.

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## TRAINING THE BOY TO WORK

Underlying all that is good and substantial in our present civilization is the spirit of work and of industry, which we hope long to preserve as a distinguishing characteristic of the American people. But if our splendid democracy is to be maintained and improved we must now continue more than ever to train the young of both sexes among the ranks of the workers. Such training must be begun early and persistently held to until the youth has acquired the habit of industry, the power of initiative and that splendid resourcefulness of character out of which empires were once built.

Recent scientific research tends to show very conclusively that men are not natural-born criminals but that many are made such by bad environment. Statistics have also proved that

many criminals "higher up" are graduates of the old classical colleges. But it is the hope of the present age to train every growing boy so thoroughly in some form of industry that he will always find it easier and more pleasurable to earn an honest living than to cheat his fellow-man, or prey upon society for a livelihood. No matter what the future profession is to be, and no matter how much classical knowledge is to be sought in the schools, modern conditions are most certainly laying obstacles in the pathway of the man who has not early in life thoroughly acquired the ability to work with his own hands. "I taught my boys to believe that every successful career begins with a course of training in something like dirt-shoveling or rock-hauling," said a father of three worthy grown-up sons.

#### THE NEW CULTURE

An emphatic warning needs to be sounded in the ears of many well-meaning parents who have failed to catch the new spirit of the times, who are still attempting to train their growing boys away from the best and newest form of culture that our modern civilization demands. Perhaps the chief fault of many well-to-do fathers in the treatment of their sons is that of attempting to find for the latter too easy a road to success. Such is especially true of those city fathers whose 14-year-old sons may be seen almost any week day during the vacation dressed in Sunday clothes and doing little or nothing of disciplinary and character-building value.

But the new ideal of culture leads through an entirely different field of activity—a field of work, of industry and a final specialization in some form of the world's constructive enterprises. Only a short while ago we were educating a few special classes for the so-called learned professions and leaving the masses to look out for themselves. Now we are attempting to serve all interests alike, to exalt work and workers, to inculcate the cultural aspect of all worthy industrial pursuits.

Time will prove therefore that the fathers who are endeavoring in the old-fashioned way to give their growing boys culture for its own sake, or to lead them over an easy, non-industrial way to a position of superiority of rank and influence over the "common crowd" and comparative freedom from hard work and drudgery—time will most probably reveal the fact that such methods no longer furnish adequate preparation for leadership and efficiency.

So the old scheme of training for life is now becoming a thing of the past, the new idea being that a complete education does not mean freedom from the responsibility of work but rather a greater capacity for work and for the service of society. We are slowly discovering the momentous fact that true contentment during mature life and declining years can, as a rule, be hoped for only in case of the person whose earlier career has been one of worthy work and endeavor in some honorable life position.

#### GREAT VARIATION IN METHOD

All the way from Denver to Boston and back again the author has made inquiry of parents regarding this important question of industrial training of the young. While the interest in the matter was found to be very great a lack of specific knowledge of method was also apparent. Although we have worked out for the teachers in the schools a schedule of intellectual duties for the various grades and ages, we have failed entirely thus far to perform any such service for parents who wish to train their children to work. So the question is being asked on all sides: When do you begin to train the boy to work? and, How much do you require of him at any given age?

#### PATIENCE AND PERSISTENCE REQUIRED

It is a long road from the idleness and savagery of primitive man to the sobriety and steadiness of purpose of the modern



captain of industry. Great patience and persistence are therefore usually required in case of one who would successfully give this industrial training to juveniles; for it is in large measure true that the boy begins life as a sort of savage. Therefore, do not expect him as a rule to take up fondly and willingly the tasks you lay out for him. The author has little patience with the theory, all too prevalent today, that twelve-year-old boys can be successfully taught to work by the kindergarten method; that is, by giving them only the tasks which they will regard as play. On the other hand, light work of a suitable nature should be laid out as a strict requirement for the boy. Then someone should stay by him for days—or for weeks and months if need be—until he has acquired readiness, habit and facility in its performance. Many give up too soon, preferring rather to do the work themselves than to be bothered with holding the boy to it. Thus they permit him to win his first step toward a career of idleness. After that it will be easier for him and harder for his trainer.

Five years of age is not too young to require some light chore daily of the ordinary healthy boy. If, for example, he be held to the small duty of carrying in an armful of kindling or of bringing a quart of milk from a neighbor's house, the disciplinary value of the requirement is very great. He is thereby started on the way to a career of industry and true culture. After this beginning has been made the thoughtful parent will year by year add a small amount to the required tasks, *always thinking more of the boy's discipline than the money value of the work*, so that when maturity is reached the youth will have become so gradually and thoroughly imbued with the habit of industry as not to remember when and how the result was brought about. While it is always better to give the boy some task of which he can see the purpose and meaning and which appeals to his interest and intelligence, as a last resort, and

rather than allow him to grow up in idleness, some kind of work should be mechanically invented for him.

#### PLEASURE IN WORK

It seems difficult for many parents to realize the necessity of holding their boys to the performance of some arduous tasks in order that the latter may finally acquire self-reliance and adaptability in meeting the changing situations of life. Many parents also forget how they acquired the joy which they now experience in their work. Yet the zeal and buoyancy of spirit with which the average healthy-minded, well-trained man meets his ordinary day's work is a thing most inspiring. It is just this peculiar sense of inner worth and contentment that makes the life of the successful person seem most worth while. It is indeed at once the secret spring which keeps the great industry of the world ever going and which furnishes a balance wheel to the worthiest members of our common society.

#### THE JOY OF SERVICE

Finally, the growing boy must be so carefully introduced to his life employment that he shall not only find great joy in the pursuit of his occupation, but that he shall also have personal knowledge of service and sacrifice in behalf of others. The life of a young man, no matter what his rank may be, cannot be complete until he has learned this splendid lesson of devoting at least a small part of his well-trained thought and energy to the uplift of some particular class of his fellow-men. In order, therefore, to avoid the extreme selfishness which we now see present in many of the present-day money-makers, train the boy from beginning in the habit of performing at least some work from which he is to receive only the reward of gratitude and affectionate regard from those whom he may help and serve.

## CHOICE OF A VOCATION

The country abounds in men and women who, in the practical sense of the word, are failures in life, and that chiefly because of the fact that they are attempting to occupy a position for which they were never fitted either by natural disposition or training. Much of the unhappiness and discontent and not a little of the crime of our society are directly traceable to one cause, namely, that we as yet have no scientific knowledge of how to discover the highest aptitudes latent in the growing young, or of the surest means of giving these aptitudes expression in the vocational life. Then, to put the matter in form of questions: (1) How can we ascertain with certainty what the youth is best fitted for by nature? and (2) How can we best prepare him for this vocation?

## WORK IS THE FOUNDATION STONE

If in planning the son's vocation the parents will begin early and lay a solid foundation in hard work and plenty of it, together with an ample amount of play and recreation to make a nicely balanced time schedule, the task of guiding the boy into a successful career will become much easier. If, moreover, during this period of training in work the boy be allowed to hear less said about the possibilities of his securing a position of ease and superiority of advantage and more about the necessity of his beginning at the bottom and climbing upward by means of his own worthy efforts, the foregoing problem will be rendered still easier of solution. There is always a steady demand throughout the country for young men of muscle and moral courage—young men developed in habits of persistent work as well as in the schools—who will lay off their coats and accept places in the mammoth enterprise of developing and carrying forward the world's many industries.

We are living in an age remarkable for its rapid reconstruction of all our industrial affairs. The so-called learned

professions, once sought as matters of course by all young men aspiring to become "gentlemen and scholars," are now waning in significance before the many splendid vocations open to the well-educated young captains of industry. The present-day problem of reclaiming vast areas of desert and waste land, of introducing and promoting new methods of crop and animal production, of reorganizing or developing anew many commercial enterprises, of manufacturing the thousands of machines and other pieces of apparatus demanded for carrying on the world's business—all these and numerous other affairs of their kind are constantly calling for young men trained in head and hand and heart to keep them going. Scholarly farmers and stock raisers and carpenters and iron workers and engineers' assistants, and the like, are what our industrial age is in need of, and it is high time that parents view this situation aright and prepare their sons to meet it.

#### THEODORE ROOSEVELT'S VIEW OF INDUSTRY

In a message to Congress President Roosevelt expressed this sound doctrine:

"The calling of the skilled tiller of the soil, the calling of the skilled mechanic, should alike be recognized as professions just as emphatically as the callings of lawyer, doctor, merchant, or clerk. The schools should recognize this fact and it should be equally recognized in popular opinion. The young man who has the farsightedness and courage to recognize it and to get over the idea that it makes a difference whether what he earns is called salary or wages, and who refuses to enter the crowded field of the so-called learned professions, and takes to constructive industry instead, is reasonably sure of an ample reward in earnings, health, in opportunity to marry early, and to establish a home with a fair amount of freedom from worry."

So, the old, aristocratic definition of culture as "something



every gentleman should know" has been superseded in this country by one which includes among other things the personal knowledge of how to perform persistently and effectively some kind of practical work. And such culture makes life seem worth while, for it gives one a sense of power over the obstacles that would beset his way.

#### MORAL TRAINING AND THE VOCATION

Every healthy boy inclines at times to be rough, nonsensical, boisterous, pugnacious, and predatory. He also experiences the impulse to run away from home and live—as he thinks—a wild, free life, and later he expects to find a short, unearned way to success and wealth. These are all perfectly normal responses to inner developments and represent necessary periods of transition from lower to higher forms of conduct. A little safe-guarding and directing brings the boy through them safe and sound. But there are certain youthful practices that quickly work themselves into the nervous system in form of fixed, persistent habit—habits that are certain to interfere somewhat, and perhaps very seriously, with the boy's future vocational success. Most prominent among these insidious habits are the use of tobacco, of intoxicants, and sexual perversion. These three often go together, but any one of them consumes the finer moral dispositions and strikes at the very root of business integrity. The parents of a boy who is addicted to one of these habits may well feel concern as to the future outcome.

#### THE BOY MUST LEARN TO THINK

During the process of his training in work and for a vocation the boy should be taught to think for himself. "Despite the fact that our age is one of unexampled scientific and industrial progress," says President Nicholas Murray Butler, "yet nothing in our modern scientific activity is more striking

than the undisputed primacy of thought—thought not in antagonism of sense, but interpretive of the data of sense.” Then, it is well to teach the boy not only to think but also to have regard for the higher aspect of his work or vocation. As the true physician does not practice primarily for his fee, so the highest type of industrial wage-earner does not work with the mere idea of receiving a money reward for his labor; but he is concerned chiefly with carrying out a plan of life for himself and those dependent upon him. The wages furnish the means whereby this ideal is made possible of realization. “We must combat the idea that men are in business as the phrase goes, merely to make money,” says Dr. Felix Adler.

It will be generally agreed by all students of our industrial conditions that the secret of the rise of the ordinary wage-earner to a position of higher responsibility lies in the fact of his being able to think persistently and to formulate for himself an ideal toward which his best effort is to be constantly directed. But this ideal in the mind of the young industrialist is a growth—a thing that develops and reshapes itself in relation to all his experience and training. He must be talked to much on the subject of his life plans and purposes, even though they may be of a juvenile character, and at length he will become thoroughly imbued with a clear, practical ideal, so dynamic in its nature that its realization is merely the operation of one of the great and admirable laws of the human mind. In a case of this kind the young worker will gradually learn to feel that his life is in a certain sense divinely ordered, for it will offer a satisfactory response to his higher aspirations; and thereafter he will tend to become a splendid moral force in his home environment. “The trained mind quickly discovers itself in a certain skill of execution, a certain air of mastery, a certain manner of self-confidence, and, especially, a certain pleasure of performance.”

## FINANCIAL BACKING TOO EARLY

The country is strewn with the wrecks of men whose parents started them in some business for which they had no adequate training or instinctive fondness. As a result of this error of well-meaning but over-anxious parents the father is usually forced to perform the part of a receiver and take over both the business and the boy himself. As a final outcome of such a blunder the young man tends to lose his self-confidence and his self-respect as well. All thoughtful advisers will say, let the boy have ample time to prove both his ability and his enthusiastic interest in a vocation of his own choice before backing him financially in a business enterprise, and then assist him to the extent that your means and good judgment will allow. Consider well your course before depriving him of the undoubted satisfaction of having started himself in business without any assistance financially.

## OBSERVE CLOSELY THE BOY'S DEVELOPMENT

No two children are exactly alike even in infancy, and in any given case the difference in the elements of what we call character tends to increase and to become more pronounced as the stage of development continues. Indeed, there is finally displayed among growing children as great a variety of interest and aptitude as there are places in society to be filled. But the secret of being well able to assist a boy in the intelligent choice of his life work lies chiefly in an expert knowledge of how juvenile character develops.

Observe closely the conduct of any boy during the period of his growth and you will witness a great variety of character and disposition. There will appear many interests and some special aptitudes that are transitory, while a few of each will show forth more permanently. The five-year-old that plays eagerly with hammer and saw is not necessarily predestined to a mechanical pursuit, or the one that scribbles much with a

pencil to that of an artist. The normal boy will manifest in turn a very active interest in a hundred and one such matters if occasions permit, and it is one of the chief faults of our present system of education that it does not afford the child opportunity for the exercise of all his latent activities.

Then give the boy every possible opportunity, both of work and play, to show what there is in him. Variety is the special watchword here. Many a boy that might develop into a successful farmer or stock-raiser is probably prevented by circumstances of his childhood and youth from ever coming into touch with the materials and experiences necessary to awaken his interest in these matters, and he perhaps drifts into the position of a third-rate merchant or mechanic. Among the boy's great variety of activities during growth there will be some that clearly indicate unusual native ability and propensity. These special aptitudes should be carefully noted but not indulged to the point of hindering and unbalancing the general education. It is yet too early to specialize.

"Vocation is a good deal more than the opposite of idleness. It is labor dedicated to the highest purpose; to wit, the cherishing of the family and the home. In all attempts to develop a system of trade instruction one principle should be the dominant motive and guide, and that is to emphasize the dignity of vocation and to elevate and bless the American home."

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## THE GIRL IN THE HOME

Go where you will throughout the length and breadth of this fair land of ours, and I challenge you to find among the children of men a more pleasing aspect than that of a smiling, rosy-cheeked, twelve-year-old girl garbed in a neat, loose-fitting house dress and a dainty white apron, while with a



snowy tea towel in her hand she is engaged in drying the dinner dishes. It is much to be regretted that we do not give its just measure of honor and praise to this exalted home life. There is certainly need of a great poet, or painter, or artist, or all of these, who will, by means of their high art, divert the attention of many young girls from the airy phantoms which they are now chasing and help them to fix their affections upon the things that make for more substantial character. If our novel writers and magazine artists would cease painting so many pictures of precocious, love-sick debutantes and pampered, sentimental summer girls, and would give us more illustrations of such types as the sturdy, simply-clad young home maker and the rosy-cheeked, unpretentious country maid of the better sort, they would thus contribute not a little to the moral and spiritual uplift of the race.

For many months I made diligent inquiry among various classes of people as to the best methods of training the growing girl to help in the home. The end in view as conceived by this investigation was not so much that of getting the home work done, but rather that of fashioning the young worker into an efficient member of society. While gathering the statements and reports to be summarized in this article I have been repeatedly surprised at the willingness of thoughtful people to speak disapprovingly of the extremes to which modern fashions in dress are leading young girls, and these reports were all gathered from parents who were actually trying to train their own daughters to work. Among the matters specifically referred to as being hindrances to the development of sound and stable character in growing girls are the craze for clothes, lack of parental authority, and the over-indulgence in dissipations which, if taken in moderation, would be harmless. It is the consensus of opinion of at least a score of modern writers on child psychology—notable among these being President G. Stanley Hall—that the industrial (“re-

form") school for juvenile delinquents is the only institution that to-day is furnishing anything like adequate training for boys and girls. There is a movement now under way that looks toward the establishment of a course in industrial training for children in connection with our common-school system, but for many years to come, while such thing is being brought about, we must continue to depend chiefly upon the home to supply this need.

#### INDUSTRIAL TRAINING AND EFFICIENCY

That the young can be prepared for efficient life only by means that include much physical training as well as intellectual and moral culture is now regarded by educationists as a truism. Locke's celebrated maxim, "A sound mind in a sound body," is now so transformed as to read, "A sound mind as the result of the development of a sound body." The people at large, however, are slow in grasping the full meaning of this statement. The Dewey school of pedagogy has done much to make the matter clear by its insistence upon the principle that the only way in which the child may truly understand our modern society is for him to pass through in fullest possible detail the experiences whereby society has reached its present status. Now, whatever else may be said of our social order to-day, its very foundation is laid in work, and such will doubtless long continue to be the case.

In consideration of the foregoing, it is the thesis of this article that *no one can ever know clearly what the best and most substantial element of our race life is without having had considerable experience in the performance of sustained and systematic labor.* As a direct inference from this thesis it would follow that the child which grows to maturity lacking the experience of work is in no sense to be regarded as fully educated. "If we are to educate our young daughters so as to equip them to meet life's highest needs, we must see that

they are trained to work," says the mother of a family of five attractive girls. "Too long we have been forcing them through the higher mathematics and the languages to the almost complete neglect of domestic discipline."

#### WORK TO VARY WITH AGE AND STRENGTH

It is not a large amount of work but definite and systematic work that is called for in properly training the growing girl. The most thoughtful of those interrogated have urged that the best home course in domestic science for the growing girl consists in a wide variety of things to be done, something representing every department of housekeeping from basement to garret. It is advisable to vary the tasks with the age and strength. According to the measurements of Boditch (U. S.) and Key (Sweden), two eminent authorities, the physical growth of girls is first retarded at 9, then more so at 11, while it is rapid from 12 to 14, reaching its maximum at the last-named age. Key also reports that girls are weakest in resistance of fatigue at 8, after which there is a gradual increase to 12, then a year's decrease, then a gradual increase to the time of full maturity.

While the physical form of the little girl may be one of apparent symmetry and perfection, the centers of activity both in the body and the brain are relatively dormant, and only exercise will bring them out. To awaken these dormant centers with the right kind and variety of work and exercise is to invest the whole being with new, rich sources of moral strength and happiness. If the mother will watch her little daughter closely she will observe in the latter a series of transient interests. The best time to give any particular kind of instruction is when the interest in it is at its height. Children's interests in the practical affairs awaken in a variable series. They are inclined to pursue one form of activity at a time with exclusiveness and vigor, then drop it somewhat ab-

ruptly for the next. By means of watching this order of unfoldment one may be placed at an advantage in directing the work of the child. There is probably in the life of every young girl an ideal time for giving the first simple lessons in sewing or cooking, for example.

#### LIGHT TASKS AT FIRST

Nearly all the mothers questioned agreed that this home training should be begun early, the ages given ranging from 3 to 7 years. Almost all the time of such young children must necessarily be allowed for play, but there may be a few baby tasks performed under parental direction. "Just as soon as my girls became interested in dolls and toy dishes I tried to take advantage of this fact in their training," said a careful mother. "While the care and attention they gave to these playthings was a matter of amusement to them, I saw at the same time that they were learning something. It was not a very difficult matter to lead them from the play to the work of the same nature."

Other statements showing methods of training the younger girl follow:

A physician: "We require our eleven-year-old girl to wash the dishes once daily while attending school and pay her for it. She regards this as reasonable and does not complain."

A thoughtful mother: "I am taking my little girl through a systematic course of training. For about 30 minutes each day she is required to keep diligently at some light work selected for her. All the remainder of the time outside of school she has for play. As soon as she has learned to do one kind of work well something different is required. Just now, at 12 years of age, she is learning to darn and mend her own clothes."



## PAYING HER OWN WAY

To what extent may a growing girl become of real service in the home without any hindrance to her own development? This is a question upon which all thoughtful mothers seem to be fairly well agreed, and the substance of their statements is practically as follows: It requires much time and patience and persistence to train a young girl to the degree that she may be able to give fair returns for what she receives, but the mother who understands the science and the art of developing young character will explain to one how essential it is that much thought be put into the undertaking. "It requires more time and thinking rightly to bring up a child to maturity than it does to build up a successful business," is the way one father puts it. But parents must not regard their children in the nature of chattels or financial investments. They must expect them while growing to maturity to cost more in sacrifice than they pay back in service. The well-reared child, if there be later in life an opportunity, will pay back to his aged parents in affectionate service all the sacrifices they have made for him during his youth.

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